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IDENTIFIERS *Consortium of States to Upgrade Indian Education

ABSTRACT

Presenting information regarding second-year activities of the Consortium of States to Upgrade Indian Education through State Departments of Education, this report includes the following: acknowledgments; data re: funding; background; second-year consortium activities; participation (a map depicting the 13-state membership and a list of Consortium participants); project objectives; expected benefits; Title IV Technical Assistance Workshops; final results of questionnaires administered to Consortium participants to identify priorities and a catalogue of philosophies, goals, objectives, and recommendations based on the questionnaire (presented in tabular form); evaluation (71% of the membership felt participation would benefit their states); summary and projections for the future; and conclusions. The Appendices are extensive and include: the Tulsa meeting (1976); the Sacramento meeting (1976); the Phoenix meeting (1976); the Denver meeting (1977); continuation options; Resolution to Council of Chief State School Officers and Final Option; continuation plans; and Abstract of Minnesota Indian Education Hearings Report. In terms of project objectives, this report indicates: information has been shared and disseminated; the development of ideas, strategies, or common concerns is progressing; investigation of Federal policies has essentially been limited to Title IV; membership activity has been high, but Chief State School Officer involvement has been low. (JC)

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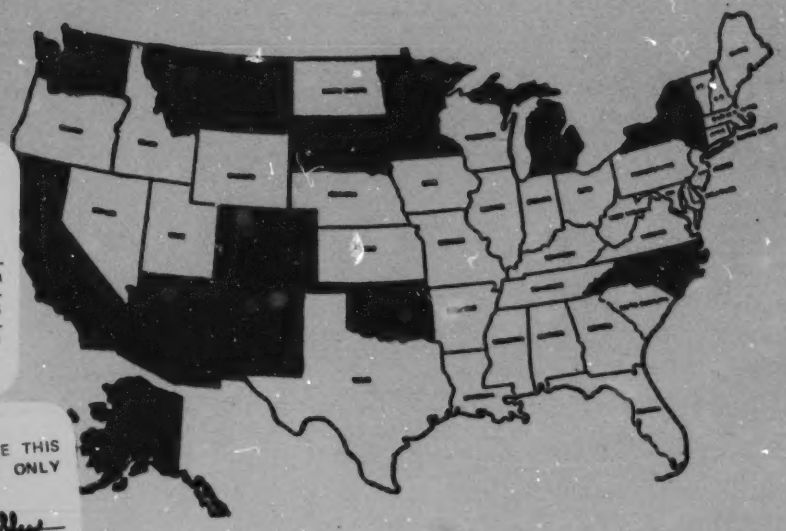

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SECOND-YEAR REPORT

MAY, 1977

MINNESOTA STATE DEPARTMENT OF EDUCATION

INDIAN EDUCATION SECTION

ST. PAUL, MINNESOTA

RC010290

CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION through State Departments of Education

SECOND-YEAR REPORT

Minnesota State Department of Education
Indian Education Section
St. Paul, Minnesota
May, 1977

Report prepared by: Mildred K. "Mike" Mueller, Ed.D.

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ACKNOWLEDGEMENTS:

The Minnesota Department of Education coordinated the activities of the Consortium of States to Upgrade Indian Education for the twenty-eight months of the project, from March 1, 1975, to June 30, 1977. Funding was granted under Title V-A: Section 505, P.L. 93-10, as amended for that period of time. The Office of Education grant allowed representatives from thirteen State Education Agencies to hold seven 2-3 day meetings, a workshop, and two planning sessions. A supplemental grant from the Office of Indian Education, Washington, D.C., allowed the thirteen states to hold nineteen Title IV-Part A workshops in the thirteen states for 35-48 states and over 1,000 Part A project personnel. The personnel from the thirteen State Education Agencies are to be commended for their efforts, their support and the abundance of ideas which made the project worthwhile to all who participated. The Chief State School Officers of the participating states are to be commended for their support, their participation and their sensitivity to the needs of Indian education. We wish to acknowledge Dr. Terrel H. Bell, former Commissioner of Education who awarded the original grant; Dr. William Demmert, now with the B.I.A., who helped launch the project; Mr. Lee Antell, Title IV-Part A, who supplied the funds and coordinated the 1976 workshops through the Consortium; Dr. David Phillips, Project Manager, who has offered support, advice and a great deal of assistance; Commissioner Casmey, Minnesota, who has supported, assisted and commended Consortium efforts; Dr. Will Antell, Minnesota, for his efforts in initiating, supporting and directing the project; and numerous other persons who worked as planners, resource people and coordinators.

DATA: CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION

Grant Authority:	Title V-A, Section 505, P.L. 98-10 as amended
Grant Award:	$75,000.00 plus $20,000.00 Title IV-Part A
Grant Number:	G00-75-00185
Project Number:	485AH60008
Funding Period:	March 1, 1976, to June 30, 1977
Host State:	Minnesota
Project Manager	Dr. David Phillips O.E., Washington, D.C.
Project Director:	Dr. Will Antell SDE, Minnesota
Project Coordinator:	Dr. Mike Mueller SDE, Minnesota

BACKGROUND

Consortium activities began in March of 1975 for an initial grant period of March, 1975, through February, 1976. At the end of that period, a first-year final report was done. For the benefit of those who may not have seen the first-year report, this second (and final) report will contain some of the same information included in that report. Because the activities were continuous and covered a 28-month period, this report will attempt to highlight the latter 16 months but will also include ideas and developments from the total grant period. Much of this report will restate or re-emphasize ideas from the first report. Hopefully there will be sufficient background to make this report a complete entity.

As stated in the proposal and subsequent reports, the Indian people of the United States have been considered wards of the federal government. State governments, by design or by omission, were rarely involved in the affairs of Indian people. However, education has been and continues to be a state obligation. Though Indian youngsters were often educated in B.I.A. schools, the Citizenship Act of 1924 granted Indian people full citizenship in the United States and their respective states and made them eligible for public (state) education. This somewhat contradictory state of affairs has caused some confusion and some consternation to the Indian people and to the state agencies in the states where they reside. The question of responsibility for Indian education has been addressed in a variety of ways, but never fully answered. If state and federal agencies cooperate, co-exist, or consolidate efforts,

problems may be minimal or easily resolved. However, if problems do arise, they may be practically insoluble, due to the lack of clarity in state and federal roles in the education of Indian youngsters.

The dual responsibility of state and federal agencies could be a boon to Indian people. However, dual responsibility sometimes allows agencies to abrogate their responsibility--on the assumption that "someone else is taking care of that." Some states have assumed that all Indian youngsters were the sole responsibility of the federal government and have not included them in the state education system. Other states have assumed that education of all its citizens is the sole responsibility of the state and have not sought or requested any federal funds or support for those Indian youngsters--even though they, their school district, or their state would be eligible.

Needless to say, the responsibilities, the funding, the legalities and the rights of Indian people are complex and, at some points, contradictory. For this reason, persons who have responsibilities for Indian education within state agencies often operate without clear legal mandates, with a minimum of clarity as to ultimate responsibility, and with dual (or multiple) regulations from federal, state or tribal levels. For these reasons and a multitude of others, the idea of a Consortium of States was developed and implemented. Perhaps the collective experience and expertise from representative states could properly address the role of the states in the education of Indian (and Alaska Native) youngsters. Even if state roles could not be completely documented to the satisfaction of all (legalities are probably involved which could only be finally

answered by the courts), perhaps states could more fully recognize, appreciate and adjust to the complexities and needs in Indian education.

In addition to the question of state roles, there are a multitude of problems and needs. The Consortium proposal and the Consortium membership hoped to investigate and explore many areas that might help them improve or upgrade the educational opportunities for Indian youngsters in their respective states. Consequently the meeting agendas included resource persons or discussions on such topics as curriculum development, bilingual/bicultural education, teacher training, civil rights, desegregation, Title IV, Johnson-O'Malley, discrimination, federal programs, vocational education, pupil retention, alternative programs, post-secondary options, legislation and certification. The list could go on, but the point is that Indian education is a broad area--as broad as all education with the added element of tribal rights, Indian culture and ethnic differences. Indian educators are often expected to have expertise in all the areas listed and are often overwhelmed by the magnitude of the task. Again, this was a reason for the formation and continuation of the Consortium. Perhaps a cadre of "experts" from across the country could share their experience and their expertise for the benefit of each other and for the benefit of the Indian people in their states. With the added strength of numbers (and some fiscal resources), the Consortium members could also invite national leaders to share their insights or experience with the membership. The idea of resource persons was used frequently in the first year of the project. As the membership shared and debated, they began to discover the expertise within their own ranks. Consequently, the second

year of activities relied less on outside resource persons and much more heavily on Consortium participants. Resource persons were often invited to meetings, but membership panels usually contributed to the topic areas. A great deal of sharing was spontaneous and unplanned. As ideas developed and horizons expanded, participants learned to use their own resources and develop ideas or plans that would not have surfaced without the interaction of the group.

The agendas, summaries, evaluation and continuation options are included in the appendices of this report. These would be useful to the reader for more detail on meetings, topics, and resources used. The list of second-year activities follows.

SECOND-YEAR CONSORTIUM ACTIVITIES: March 1, 1976, to June 30, 1977

1. Planning Meeting: Oklahoma City, Oklahoma
   March 18, 19, 1976

   Larry Martin (MN), Anna Lewis (NY),
   Overton James (OK), Emmett Oliver (WA),
   Elayne Bluestone (NM), Mike Mueller (MN)

2. Consortium Meeting: Tulsa, Oklahoma
   April 25, 26, 27, 28, 1976

3. Consortium Meeting: Sacramento, California
   (Planning committee work done at Tulsa)
   June 27, 28, 29, 30, 1976

4. Title IV-Part A Technical Assistance Workshops:

   September - November, 1976, in thirteen
   Consortium states with 33 other states
   and territories invited

5. Minnesota Statewide Indian Education Hearings Report published

   (75 copies printed with Consortium funds)

6. Consortium Meeting: Phoenix, Arizona - Ramada Inn East
   (Planning done at Sacramento meeting)
   December 5, 6, 7, 8, 1976

7. Planning Meeting: Denver, Colorado - Denver Hilton
   January 24, 25, 1977

   Darrell Arnold (NC), Elayne Bluestone (NM),
   Sylvia Carlsson (AK), Fred Holmes (CO),
   Mike Mueller (MN), Emmett Oliver (WA)

8. Consortium Meeting: Denver, Colorado
   March 29, 30, 31, 1977

   Continuation plan adopted

9. Consortium officers meet with the Board of Directors of the
   Council of Chief State School Officers:

   May 11, 1977, Washington, D.C.

10. Continuation activities planned:

    June, 1977

PARTICIPATION:

In the original proposal (November, 1974), eight states were suggested for a representative working group. These states were chosen to include various geographic areas, various degrees of reservation, rural and urban populations, and different modes of operation in the delivery of services. All eight states were contacted and submitted letters of interest and support. The proposal was submitted for 1975-1976 funding in November of 1974.

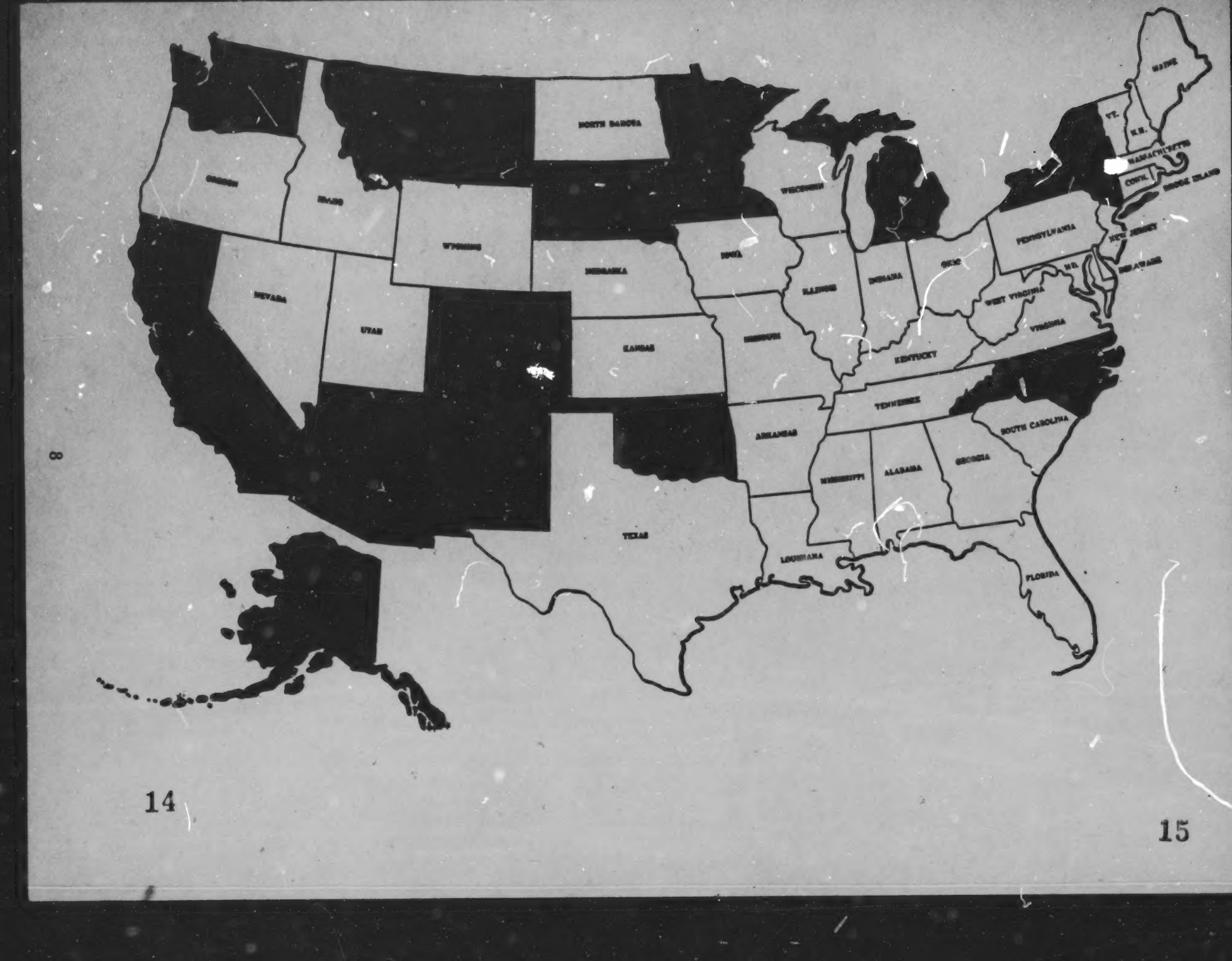
In the reading and discussion of the proposal, key people felt that there were some omissions. It was suggested that Minnesota revise the list of participating states. At this point, Minnesota felt some commitment to the original eight and, instead of a revision, negotiated an addition. Five states were added to the participant list and the number of member states became thirteen.

It is fully recognized that not all states with Indian populations are included. The funds did not stretch to include everyone. The intent of the Consortium to be a working nucleus of key representative states may be subject to various interpretations. It would be difficult to define 'representative' when speaking of Indian groups. The word representative is probably inaccurate for any state. Every state is unique, and the uniqueness materializes in such a wide variety of ways that no program, no service, no administrative chart, nor no policy can be considered typical.

Therefore, though 'representative states' may be a bad choice of words, the membership was limited to thirteen 'unique' states. There was

no intent to leave anyone out or to include everyone. The list had to be limited. The member states do include 90% of the Indian population and 90% of the Title IV-Part A projects. However they fully recognize that 10% of the Indian population resides elsewhere and other states do have similar problems and interests. An attempt has been made to involve and inform other interested states. However, the funding limitations and the proposal intent have limited the active participation to the thirteen member states.

Those thirteen member states are: Alaska, Arizona, California, Colorado, Michigan, Minnesota, Montana, New Mexico, New York, North Carolina, Oklahoma, South Dakota and Washington. Though some of the participants have played minor roles, essentially two persons from each State Educational Agency have been the 'regular' participants. Workshops and the Albuquerque meeting involved more than two from each state. Chief State School Officers have been encouraged to participate and have done so when their calendars allow. Following is a map and a list of the active participants and other involved people from each of the member states (and some non-member states). It is hoped that the list includes all participants, but it probably is an imperfect list. Many people attended meetings as guests and/or as workshop participants and it would be quite impossible or inappropriate to include all of these.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FLORIDA
PENNSYLVANIA
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PROJECT OBJECTIVES:

The original objectives of the Consortium as enumerated in the Project proposal were eight. Two others were added during the project year. These objectives were explained and expanded in the proposal narrative. However, for the sake of brevity the proposal objectives are included here in the format in which they were reproduced for Consortium members. (See Page 14.)

These objectives were the basis of operation of the Consortium They were fully discussed and explored in the interim report. The expected benefits are also included in the basic listing that was shared with Consortium members.

The OBJECTIVES of the Consortium of States would include (though not be limited to):

1. To share information on federal programs, teacher training, curricular developments, innovations, and exemplary programs. Studies on dropouts, current needs assessments and evaluations would be shared and discussed.

2. To disseminate information on federally funded programs, teacher training practices, curricular developments, innovations, exemplary programs and research activities.

3. To develop ideas or strategies for the future, relative to the upgrading of Indian education. The real problem of making State Departments of Education more effective in their delivery service to Indian people can be addressed.

4. To share materials, curriculum guides, educational helps and other educational techniques that have been piloted and/or evaluated in various parts of the country. Prepared papers, reports, statistical information and pertinent data could be shared. This would not presuppose that new data collections would not be undertaken, but merely serve as the beginning of data collection systems.

5. To develop an agenda of common concerns which could be addressed by a Consortium of States. These concerns could be related to federally funded programs, state programs or delineating needs for assessments and studies. The states could individually or jointly share in a venture to delineate problems, share data, conduct research and share findings.

6. To develop strategies and plans for the meeting of needs, solution of problems and development of materials on a cooperative basis. The Consortium of individual states in the consortium could initiate studies, pilot projects or gather data helpful to all. Studies covering more than one year could be carefully laid out and initiated.

7. To include Indian education leaders in at least one workshop per year for the development of ideas and the dissemination of information. The need to get grass roots input into problems, concerns and suggestions for future action is imperative. Therefore, educational leaders from the thirteen states would be involved in working session to help with meeting the objectives.

8. To develop or examine federal policies that are rarely applicable to all states. The Consortium could assist in developing a feasible, workable national policy or individual state policies which would assist in the efforts to upgrade Indian education.

9. To actively involve all thirteen states in educational endeavors which would facilitate leadership potential and greater services to clients, and

10. To actively involve Chief State School Officers from the thirteen states in the activities, meetings and concerns of the Indian Education units.

The EXPECTED BENEFITS of a Consortium for Indian Education are:

1. A broad base would be developed for the making of decisions or the developing of strategies.

2. Current and worthwhile information would be shared and disseminated across a wide area. The states concerned would act as leaders and assistants to other states with similar populations or needs.

3. Leadership roles would be developed which would be of assistance in solving the problems of Indian education.

4. Federally sponsored programs, curriculum materials, teacher training techniques, exemplary programs, innovations and research results would be shared, discussed, upgraded and utilized to enhance Indian education everywhere.

5. Projects would be initiated to gather data, to conduct research, to evaluate programs and to provide support of Indian educational services.

6. Policies, resolutions or suggestions might be developed to assist or support the concept of self-determination for Indian people.

7. The relationship of Johnson-O'Malley funds, federal programs (Title I and Title IV particularly), and other discretionary funding would be examined. The technical assistance provided by State Departments of Education in the use of such monies would also be examined.

8. Involvement of educational leaders across the country would be encouraged. Their ideas would be solicited and their assistance incorporated.

9. Planning for the future would be an integral part of the work of the Consortium. Hopefully their work would continue for two years. The first year would be one of pooling efforts and initiating programs or research. The second year's program would include the sponsorship of programs, the development of research efforts and the evaluation of efforts.

10. The development of support of O.E. policies that would be workable and applicable to Indian people would be one high priority. The diversity among Indian people makes this an especially difficult task.

TITLE IV TECHNICAL ASSISTANCE WORKSHOPS

One activity of the Consortium during its second year of operation involved the implementation of Title IV - Part A workshops. Minnesota acted as the fiscal agent, but all thirteen states sponsored one or more workshops for their state projects (or eligible L.E.A.'s) and often for the benefit of other non-consortium states. A report on the workshops was compiled by Minnesota in January of 1977. This report included agendas and details from the nineteen workshops. Following is a list of the workshops, the host states, the invited states and the project numbers.

The Title IV workshops consumed a substantial block of time from September of 1976 through November of 1976. Without exception, states reported an enthusiastic response to the workshop and a great deal of satisfaction with the format. This was the first time (in four years of experience) that the Title IV office had been able to offer so many and such localized workshops. Previously the Office of Indian Education had been limited to offering, planning and financing four to eight workshops per year. The Consortium was very pleased to help the Office of Indian Education double the number and the participation in Title IV workshops. Hopefully, such cooperative efforts between S.E.A.'s and O.E. may continue.

TITLE IV TECHNICAL ASSISTANCE

WORKSHOPS - 1976

DATES	HOST SEA	INVITED SEAs by CLUSTERS *	TOTAL NO. OF PROJECTS
Sept. 8-10	Oklahoma/Oklahoma City	?Kansas, Nebraska, Iowa, Missouri	274
Sept. 15-16	Washington/Spokane	Oregon, Idaho	119
Sept. 20-21	Alaska/Sitka	none	23
Sept. 23-24	Alaska/Bethel	none	23
Sept. 27-28	Alaska/Kotzebue		
Sept. 30-Oct.1	Alaska/Anchorage		
Oct. 4-7	California/Sacramento	Nevada, Hawaii	193
Oct. 5-6	Montana/Great Falls		
Oct. 12-14	Colorado/Denver	?Kansas, Nebraska, Iowa, Missouri?	39
Oct. 18-19	New Mexico/Las Cruces	3 projects from New Mexico 8 projects from Texas 8 projects from Louisianna 1 project from Arkansas	20
Oct. 21-22	New Mexico/Santa Fe	12 projects from New Mexico	12
Oct. 25-26	New Mexico/Gallup	5 projects from New Mexico 11-12 projects from Arizona	16
Oct. 26-27	New Mexico/Tohatchi		??
Oct. 19 - 20	South Dakota/Pierre	North Dakota	48
Oct. 26-28	Michigan/Kalamazoo	Illinois	124

TITLE IV TECHNICAL ASSISTANCE

WORKSHOPS - 1976

DATES	HOST SEA	INVITED SEA's by CLUSTERS *	TOTAL NO. OF PROJECTS
Oct. 25-28	Minnesota/Breezy Point	Ohio, Indiana, Wisconsin	107
Nov. 3-4	Arizona/Phoenix	none	52
Nov. 7-10	New York/Rochester	Maine, Vermont, New Hampshire, Rhode Island, New Jersey, Puerto Rico, Virgin Islands, Pennsylvania, West Virginia, Maryland, Delaware, Virginia, D.C.	41
Nov. 16-18	North Carolina/Charlotte	Kentucky, Tennessee, Mississippi, Alabama, Georgia, South Carolina, Florida	41

*Adjustments were made as the planning progressed. List of invited SEA's may not be completely accurate.

FINAL RESULTS OF QUESTIONNAIRES AND CATALOG OF PHILOSOPHIES, GOALS, OBJECTIVES AND RECOMMENDATIONS

During the first year of the Consortium, a workshop was held in which panels and participants developed philosophies, goals, objectives and recommendations around specific areas of concern. The topic areas included federal programs, S.E.A. roles, certification, teacher training, curriculum, alternative schools, bilingual/bicultural, urban problems, self-determination, desegregation, civil rights, retention, Title IV, etc. Some of the topics were relatively easy to deal with in terms of philosophies, goals, etc. Some topics were extremely difficult, since there are wide differences of opinion and/or lack of clarity in definition or implications. (Desegregation policies, civil rights and Title IV seemed to be the difficult areas.) However, the Consortium participants, guests and resource people wrestled with the topics and developed statements in the specified areas.

The papers, by topic area, were typed, duplicated and shared with participants and Chief State School Officers. Later, the papers were presented to the membership for reaction and comments. After the initial reactions were incorporated, the statements were separated into various categories and sub-categories. (Many of the original papers overlapped in some areas.) The statements were listed in a "Catalog of Philosophies, Goals, Objectives and Recommendations," and all Consortium members were asked to react to each statement. Reaction categories ranged from <u>strongly agree</u> to <u>strongly disagree</u> or <u>eliminate</u>. A point system was devised to score the individual catalogs (or questionnaires). The results were tabulated and a new listing made as a result of the survey. Though the statements in the listing which follow do not represent a concensus of opinion, they do represent the input of the Consortium members to this point in the areas of philosophy, goals, objectives and recommendations.

The listing which follows is by no means complete. Because of the difficulties involved in addressing issues in short time spans, there are few all-inclusive philosophy statements and few other statements in the areas of desegregation, discrimination or civil rights. However, the listing is lengthy, the topic areas broad, and the ideas far-reaching. If the Consortium could start with these and implement even 50-75% of them, a great deal of progress would result. As the listing stands, it is a start, a guide and a basis for future refinements. We believe it is sufficiently reflective of Consortium concerns to be shared with the Chief State School Officers, other S.E.A. personnel and other interested parties. If the work of the Consortium continues, the ideas incorporated in the listing will serve as a basis for future efforts and further refinement. If deemed desirable, they may be shared with State Boards of Education in some states.

I. PHILOSOPHY STATEMENTS

A. High Priority

NO. POINTS EARNED	ITEM NO. ON SURVEY	PHILOSOPHY STATEMENT
82	2.	The Education system must be sufficiently staffed, knowledgeable, accepting and empathetic to provide curricula and atmosphere which permits all students to receive from this education the full measure of academic skills, social skills, understandings and phychological appreciations of self and others so that they may participate productively in the betterment of their communities.
80	7.	The Indian population of the various states and territories in order to fully participate and benefit from the state educational systems requires that there be Indian involvement at all levels, especially at the state level where major decisions and policies are formulated.
78	1.	The LEA has not met the educational needs of Indian children attending public schools. The system is not designed and staffs are not prepared to give adequate attention to facets of Indian historical perspectives. The federal funding which has provided for Indian education programs has been seen to be effective in local communities. The positive and effective aspects of Indian Education programs must be addressed by SEA systems and a commitment of policy and financial obligation made. Indian education has and can be a viable force and positively complement the public school educational system.

B. Moderate Priority

76	4.	The Urban Indian has in the past been almost totally ignored by many federal, state, and private funding sources. Yet the Indian children in these areas have many of the same problems of reservation rural and transient Indians. Some of the problems are compounded by isolational poverty, depersonalization, stereotype attitudes and the inability to cope with urbanization.
72	5.	The traditional teacher training program has not prepared educators to work effectively with the Indian student. Effective Indian teacher education programs should operate from a philosophical base that centers on the importance of the culture and history to the Indian child.
71	3.	To insure quality education for Native American students and to insure the necessary delivery of services to the Indian population, the State Departments of Education need to provide Indian personnel who have the qualifications to work with the Indian population and school districts where Indian pupils attend.

I. PHILOSOPHY STATEMENTS

Additional Philosophy Statements

7. Every Native American child has the right to the development of his or her full educational potential.

8. Every Native American child must have access to an education system which will permit him or her to develop academic skills, social skills, awareness of self, and a world perspective that will allow him or her to function confidently and effectively as a Native American individual in the context of American and Native American society.

9. States should recognize their obligations to provide quality education for all their citizens and promote programs geared to those in greatest need.

10. States should mandate alternative schools with qualified staff for those who cannot function and achieve in the regular public school.

11. The philosophy section should include provision for comprehensive review of academic standards (not to imply lowering), an evaluation of established criteria versus consideration of including philosophical base which includes aspects of indian community life styles, culture, values, etc., for measurement.

Comments and suggestions: Philosophy

1. A philosophy statement must begin with a sound philosophical foundation or base statement. Then the philosophy may proceed to specific areas as in #1-7. Numbers 1-7 reflect symptomatic observations rather than philosophical parameters. They need reconstructing to achieve positive philosophical direction.

2. I don't believe that federal funds will make appreciable progress in the education of indian children. The most important element is the indian parent and the public school system.

3. Perhaps philosophy statements also ought to include other ideas, such as: state minimum standards, state legislation pertinent to indian education, state organizational structure, relationships between state and L.E.A., tribes, etc.

4. On item #7, we believe that policy is formulated at the state level, but in fact, more can be accomplished by working closely with local districts.

II. GOALS

A. High Priority

NO. POINTS EARNED	ITEM NO. ON SURVEY	GOAL
82	4.	To improve educational services that the Indian population are entitled to.
80	2.	To provide administrative, field, and support services for all special Indian education programs in the public schools, i.e. coordination, information dissemination, technical assistance, establish SEA long-range goals through the SEA.
80	5.	To develop a philosophy on Indian Education.
79	1.	To bring about in the school system of the United States of America the changes necessary to insure that minorities are accepted for what they are, are allowed to contribute (to the system) according to their talents and their uniqueness and to be accepted for that contribution accordingly.

B. Moderate Priority

76	6.	To meet the critical national need for training American Indian education personnel.
75	3.	To raise academic achievement and self-concept through culture awareness.
70	7.	To assist in the development of a plan whereby the American Indian can participate at the state and federal level for the improvement of his socio-economic status, educational advancement, improved health conditions, the improvement and acceptance of his culture and especially the development of a positive image of the self as a citizen of this country.

Additional Goals

	8.	To help Indian children through advocacy.
	9.	To collect achievement data and disseminate the data to support advocacy.
	10.	To insure the participation and continued support of the Indian population in adult education, continuing education, post-secondary education and preschool programs in respective states.
	11.	To incorporate into career education curriculum aspects which deal with Indian career opportunities both on and off reservations in such fields as allied health, social service, tribal government, civil service, education and vocational fields.

III. OBJECTIVES

A. High Priority

NO. POINTS EARNED	ITEM NO. ON SURVEY	OBJECTIVE
83	1.	To establish ways and means, including the necessary financing, to guarantee the delivery of quality education and resources to the Indian population including preschool kids, higher education and adult education.
81	3.	To insure that the number of Indian administrators and school board members are commensurate with the population being served.
81	7.	To increase Indian awareness and understanding of Indian culture and life style through teacher training.
81	8.	To increase Indian awareness and understanding of Indian culture and life style through relevant Indian studies curriculum material at the elementary and secondary education level.
80	9.	By July 1, 1985, the public schools of the nation will have reduced the minority dropout rate from 700,000 per year to 500,000 as disclosed by a summary of the dropout studies of all states and territories.
79	5.	To provide personnel in-service training for all educators.
77	6.	To suggest that each state adopt and implement a position paper on the education of Indian youngsters.

B. Moderate Priority

75	2.	To increase the number of Indian educators in each state.
74	11.	To retain 90% of Indian youngsters through 12th grade.
73	4.	To rectify the imbalance in the ratio of Indian educators to Indian children.
70	13.	To suggest that each state and each LEA set objectives relative to pupil retention.
69	6.	To deliver education training to rural Indian communities (i.e. reservations).
69	12.	By July 1, 1985, the public schools of the nation will have, through retraining, selective hiring and attrition, changed attitudes of the system so as to permit minority students to receive a relevant, phychologically expanding education as evidenced by a response of 50% or more from a statistical cross section of the graduating and dropout populations for the year 1984-85.
59	10.	To reduce the Indian dropout rate by percentage points.

III. OBJECTIVES

Additional Objectives

14. To establish a coordinated plan within each state to expose Indian students to extended school year programs and opportunities, i.e. summer enrichment college experiences for junior and senior high, special institutes, JOM summer programs, etc.

15. To establish at the state level a curriculum review council of representative Indian people to review curriculum materials and other reading materials which are accurate, appropriate and up to date.

16. To study dropout data and to formulate a plan for a constructive attack on the problem.

17. To help and encourage the incorporation of Indian studies into school curriculum.

18. To offer and provide LEA's with in-service training in the use of Indian studies materials.

Comments: Retention in school is important; but the relevance of the educational experience to satisfy individual life-goals is an important means to that end.

IV. RECOMMENDATIONS (by category)

A. General

NO. POINTS EARNED	ITEM NO. ON SURVEY	RECOMMENDATION
82	60.	Indian education needs the aggressive support of political and educational leaders (governors, legislators, commissioners, school superintendents, etc.)

B. Curriculum Development

79	7.	The development of materials should be integrated with Indian communities to validate authenticity.
77	8.	A local needs assessment should be implemented in order to determine the curriculum of Indian studies at elementary and secondary levels.
76	61.	The education of Indian students must be individualized to meet tribal and cultural differences.
73	10.	Curriculum must be updated for career oriented areas relevant to job market in the future for reservation Indians and other Indian community needs.
60	9.	Native American studies should be integrated into all aspects of education except for language and religion, unless permitted by tribes. Tribes should be given the option in this development.

C. SEA Policies

85	67.	State departments should encourage cooperative efforts between the Indian community and the public school.
79	46.	It is recommended that the State Board of Education encourage the affirmative action policy at the state level and the local school districts.
78	64.	Comprehensive planning on a school district level should be encouraged.
78	30.	We recommend the SEA make a commitment towards a state education policy, initiate action towards quality education for teachers of Indian students and a financial commitment to the continuation of Indian education programs.
76	65.	Comprehensive state plans for Indian education help add direction to state efforts.
76	42.	It is recommended that the State Boards of Education encourage and support workshops on Indian education for school administrators, counselors, and teachers presently employed where Native American youth attend, and that college credit be granted for those who meet the attendance requirement.

IV. RECOMMENDATIONS (by category)

C. SEA Policies (cont'd)

NO. POINTS EARNED	ITEM NO. ON SURVEY	RECOMMENDATION
76	15.	We recommend SEA state policy makers be informed on aspects of Indian education. A definition of the special rights of Indian citizens in reservations and nonreservation systems should be shared.
76	13.	We recommend a priority on Indian Education be established at SEA State Board level; a committee mechanism for Indian Advisory input should be established.
76	47.	It is recommended that the State Board of Education request the Chief State School Officer to publish notice of the Indian Education Act and encourage the eligible school districts to apply for their entitlements.
76	65.	State Departments of Education should be involved in Title IV programs in their state. (Role needs definition, however.)
75	54.	State responsibility for the education of Indian students needs affirmation and support.
75	68.	State departments need to support Title IV programs and the parental control, parental involvement and parental responsibility that they involve.
75	11.	Each state should adopt and implement a position paper on the education of Indian students.
74	48.	It is recommended that the State Board of Education recommend to the Council on Post-secondary Education to pursue a study of development and integration of college courses which include American Indian viewpoints on the history of this nation, and to develop courses geared to tribal and Indian community needs.
74	43.	It is recommended that the State Board of Education recognize and encourage school districts to incorporate appropriate American Indian cultural and heritage studies where Native American youth attend public schools; and to encourage those schools who by choice desire inclusion of Indian studies in their curricula.
72	45.	It is recommended that the State Board of Education pursue a policy affirming the philosophy of civil rights that any demeaning literature about minority people used in public schools may be construed as deliberate discrimination against them.
68	49.	It is recommended that the State Board of Education encourage the Chief State School Officer to publish a brochure for school districts with the necessary steps outlined for creating an accurate Indian enrollment count with the help of OE/OIE.
68	41.	It is recommended that the State Boards of Education pursue a study and make recommendations to the State Legislature whereby a minimum number of credits on Indian education be required for teachers teaching basic courses to Native American pupils in the public and parochial schools.
67	14.	We recommend SEA develop policies and practices in cooperation with Indian tribes that would not impede policies of federal governments.

IV. RECOMMENDATIONS (by category)

C. SEA Policies (cont'd.)

NO. POINTS EARNED	ITEM NO. ON SURVEY	RECOMMENDATION
67	25.	We recommend that there be an amendment of Title IV to provide State Educational agency monies for technical assistance to local educational agencies. In the intervention that Title V funds be used as a priority to assist State Educational Agencies (Indian Education Sections) to provide technical assistance to local LEA's.
61	26.	It is recommended that the State Departments of Education utilize funds from existing federal monies for education to provide services and necessary staff at the state level for Indian education.
57	44.	It is recommended that the State Board of Education support legislation eliminating college tuition for Native youth high school graduates from any of the State's public or parochial schools.

D. Title IV

77	12.	We recommend that Commissioner Bell clarify the role of the SEA in providing technical assistance in implementing Title IV.
77	28.	The two million dollars allocated under the Title IV amendment for teacher training should be a line item in the budget to prevent arbitrary reduction in the amount granted for this purpose.
73	22.	There is a need for commitment for the provisions of technical assistance and monitoring of programs by Indian education staff and State Department of Education regarding Title IV.
72	31.	We recommend OE request SEA's assist with the implementation of Title IV...In this respect, OE should make a small grant of administrative funds to furnish technical assistance to LEA's and Parent Education Committee.
69	23.	We recommend clarification be given to role of Parent Committees as to State Educational Code and School District Policy.
67	27.	It is recommended that the SDE request state funding to assist Title IV, Part A, implementation and necessary services.
57	24.	We recommend to OE that State Educational Agency and Local Educational Agencies - that a priority be given under Part B establishing innovative projects in community involvement.

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IV. RECOMMENDATIONS (by category)

E. CCSSO

NO. POINTS EARNED	ITEM NO. ON SURVEY	RECOMMENDATION
78	19.	We recommend CCSSO encorse and have a resolution regarding commitment to Indian Education
76	29.	Chief State School Officers should receive a clarification on Title VII Bilingual training from Dr. Molina's office. A determination needs to be made on eligibility of Indian communities. This information should be transmitted to Indian tribes, communities and training institutions.
75	18.	We recommend CCSSO endorse increases in appropriations for Indian education such as Title IV, Part A, at least 30% above the current appropriations.
75	21.	We recommend CCSSO support to actively hire additional Indian education staff on state funds (hard money), because of the ever-increasing Indian education needs.
62	20.	We recommend CCSSO support regarding the expansion (in numbers) of LAU Centers so that such centers can deal specifically with Native American Bilingual-Bicultural education.

F. Teacher Training

83	1.	Pre-service and in-service training for teachers should be implemented to create greater awareness and understanding of Indian culture.
81	3.	Teachers must receive academic credited preparation in courses of Native American studies in colleges and universities if teachers are going to teach Indian students.
69	2.	Teacher training relevant to accurate curriculum must be implemented.
69	32.	We suggest that a program be initiated at the level of the federal government, and supported by the states, to make every teacher in the nation aware of his own personal biases and minimize the effect of those biases in their teaching. Further, it is recommended that teacher training programs be assisted to sensitize their trainees to their personal biases and to minimize their effect in their teaching.
68	5.	Academic credited preparation must be required of teachers in order to teach Native American studies.
61	37.	It would be helpful if selected federally funded teacher corps programs be totally Indian to meet the needs for Indian teachers.

IV. RECOMMENDATIONS (by category)

G. In-Service Education

NO. POINTS EARNED	ITEM NO. ON SURVEY	RECOMMENDATION
77	51.	Public schools need information and assistance in understanding the special needs of Indian students.
64	4.	Current contracted teachers presently teaching in Indian education programs should be required to go back and receive additional academic preparation and credits in areas of relevant Native American studies.

H. Certification

78	38.	We suggest certification for areas of expertise where no certification exists: thereby allowing a Native American to teach one aspect of his/her culture such as language, crafts, culture, etc.

I. State and Federal Funding

79	62.	There is a great need for coordination of special programs in public schools (Title I, JOM, Title IV, P.L. 874, etc.).
77	56.	All states should be encouraged to adopt an equalized state aid formula. (Giving larger amounts of money to poorer districts to equalize educational opportunity. Most Indian students go to schools in tax-poor districts.)
71	55.	General funds should be allocated for Indian education. Dependence on P.L. 874, JOM and Title IV should not be a condition for the support of education for Indian students.
69	70.	The Consortium should support the recognition of tribes as fiscal agents who can apply for federal funds under the various titles within federally funded programs.
65	57.	The Office of Education should suggest that some Title V monies be allocated to the support of Indian programs.
48	33.	Federal monies should go to the communities as well as LEA's - so that state monies can be used as a contractional with communities for educational services.

J. Native American Participation

80	39.	SEA's and LEA's should actively seek and recruit Native Americans for school personnel positions, committees, school boards, state school boards, and other areas as the need arises.
64	40.	There should be state level or school level committees composed of all Indian groups (education and others) as representatives to speak to the educational needs of individual groups and to act as advocates for change.

IV. RECOMMENDATIONS (by category)

K. Parental Involvement

NO. POINTS EARNED	ITEM NO. ON SURVEY	RECOMMENDATION
87	71.	Parental involvement is important in all areas of education (not just Title IV).

L. Alternative Education

77	66.	There is a need for alternative programs for Indian students. (Many Indian students have difficulty in "regular" school programs.)
67	36.	Alternative Indian schools should be recognized as a viable option for all Indian students who need alternative approaches.

M. Self-determination

80	72.	There is a need to link quality education to Indian self-determination.
75	50.	Self-determination for Indian people needs the support of persons at all levels of education.

N. Desegregation

66	52.	Desegregation plans need careful analysis. The implications for Indian students need defining. (Desegregation laws may not apply to Indians if they are defined as a political rather than a racial group.)

O. Legislation

72	58.	Legislation to support innovative Indian education programs should be encouraged.

P. Bilingual, Bicultural

76	59.	State support of bilingual/bicultural programs should be encouraged.

Q. Urban Considerations

68	53.	The role of the urban Indian needs definition in regard to self-determination, Indian preference and desegregation.
63	35.	There is a need for special legislation for aid (federal, state, local and private) for urban areas.

IV. RECOMMENDATIONS (by category)

R. Indian Student Identification

NO. POINTS EARNED	ITEM NO. ON SURVEY	
68	16.	We recommend clear identification processes by SEA in identifying Indian students.
60	34.	The identification of eligible people--the screening process option--should be up to the local parent committee, Indian organizations, or tribal groups recognized by state or federal governments and/or state Indian commissions.

S. Cooperative Projects

74	17.	We recommend cooperative programs be initiated by SEA between LEA, OE, and Higher Education projects, and Indian tribes in areas of support services, career ladders, etc.

T. Special Needs

75	63.	The need for more adequate buildings and better transportation should be met in states where these needs are great (with state resources, federal resources or a combination).

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Additional Recommendations

73. States should encourage and establish at the state level, a separate unit for Native American Bilingual and Bicultural programs.

74. SEA's should be providing leadership toward efforts to provide fiscal support as well as technical assistance for the development of accurate curriculum guides on Native Americans for teachers.

75. SEA's should require LEA's that enroll ten or more Indian students to develop a 3-5 year comprehensive plan to decrease Indian student dropouts. (If retention rates are lower for NA than for the other students.)

IV. RECOMMENDATIONS - Comments and suggestions

ITEM NO. ON SURVEY	CATEGORY	COMMENT OR SUGGESTION
9	Curriculum	All cultures should be integrated.
61	Curriculum	All educational programs should be individualized.
25	SEA Policies	As long as we rely on the federal government for staff and funds, the states will never have a commitment.
41	SEA Policies	Legislation is not needed. State Boards have this responsibility and can do it now.
41	SEA Policies	Do all teachers, such as math and science teachers, need credits in Indian education to teach Indian children?
42	SEA Policies	College credit? Why?
44	SEA Policies	Should need be a criteria?
20	CCSSO	The LAU centers tend to fragment the Native American population.
21	CCSSO	Should be left to individual states.
3	Teacher Training	Why credit?
3	Teacher Training	With mobility of teachers, this would be impossible to predict during teacher training.
30	Teacher Training	Should be a priority of teacher training institutions - not the federal government.
4	In-service Ed.	Go back to university when courses are not offered?
4	In-service Ed.	In-service courses should be made available.
5	In-service Ed.	Those who understand the culture and language can do this.
5	In-service Ed.	Need a special certificate.
55	State & Fed. Funding	Most states do this - may need further equalization. (See #56)
50	Desegregation	Should be solved by the courts.
58	Legislation	This is not needed. Innovative dollars are now being wasted or returned to OE unused. These funds are now available in our state.

V. GENERAL COMMENTS

1. I did not feel wholly in agreement with some items and found it difficult to answer and, consequently, selected (I) eliminate. Others I wrote in justification, although I agreed only in part to item counted.

2. Hopefully, some of these recommendations will be more concise and consolidated next go-round.

3. I didn't realize we had so many items.

4. Good luck with the reorganization of this.

5. The over-all statements on philosophy, goals, objectives and recommendations does identify and qualify the special educational needs of the Indian youth across the nation. However, there are a few statements that need more information and clarity.

6. Many of the items had ambivalent, sometimes opposite, issues included in a single item. I found myself strongly agreeing with one issue and strongly disagreeing with the opposite issue. Consequently, some of the responses are contaminated with ambivalence because of the wording of the question-item and will present a problem in interpretation.

EVALUATION

At the end of the second year of activities, an evaluation instrument was used that largely duplicated items from the first-year evaluation. Various objectives, activities and services were listed and participants could react. (The evaluation form with numerical results follows on page 41.) Though the returns were less satisfactory in the second year (than in the first year), some general observations can be made.

In general, the participants replied that the Consortium activities were a valuable experience. No one indicated that the activities were neutral or not worthwhile. They agreed almost as affirmatively that the Consortium activities had been helpful to Indian education in their respective states and that it was a good learning experience for S.E.A. personnel.

In checking statements which would be applicable to individual states, 71% of the persons said that Indian education in their state would benefit from their participation in the Consortium. Only 29% thought conditions would remain about the same. If this data can be extrapolated to states, it would mean that about ten of the states have experienced or expect to experience improvements based on their Consortium experiences and four of the states have experienced or expect to experience no change. Since Wisconsin participated at all the meetings of the second year, it can be assumed that the group consisted of 14 states for evaluation purposes.

The statement that received the greatest concensus was: "I believe the group should be continued regardless of funding." This idea received a concensus of support at the Denver meeting (which was an additional meeting planned and conducted in the extension period). This idea received a great deal of attention at the last two meetings of the Consortium. There

was overwhelming support for continuation, regardless of funding, lack of funding, or any number of other difficulties.

Even though respondants ranked the involvement of their Chief State School Officers as unsatisfactory, 50% of them said that their Chief State School Officer had benefitted from their involvement in Consortium activities. In the second year, participants were less likely to list time constraints as a deterrant to their involvement in Consortium activities. However, returns were incomplete, so perhaps the persons who felt that the Consortium activities were valuable and/or took the time to participate fully were also the ones who completed the evaluation forms.

On the second-year evaluation form, participants were asked to rank the top five priorities in their state. This ranking is shown on page 40. From this ranking it appears that Title IV (Indian Education Act) continuation is the number one priority. Following closely are priorities for general funding for Indian programs (state and federal) and federal legislation. Of somewhat lesser importance, but still in the top five, are priorities for development of Indian education units in states, state legislation, and inservice for teachers. All of the other issues received some points, but generally ranked well below the top six. (The fifth priority was a tie between two areas.)

Areas of highest satisfaction, moderate satisfaction and some dissatisfaction are also listed on the following pages. The participants generally indicated the greatest satisfaction in areas of information received, information and materials shared, intergroup communication and the support services supplied by Minnesota. There was also general

satisfaction with the mechanics of the Consortium, i.e. meeting sites, planning committees, agendas, summaries, and support services.

Of somewhat lesser satisfaction were the use of resource persons, the Title IV workshops, state support and involvement, and linkage with E.C.S. The development of ideas was moderately satisfactory, but well below the sharing and disseminating of ideas.

Overall, the Consortium is overwhelmingly supported by its membership. Though all of the goals or objectives have not been reached, the the feeling is that a great deal has been accomplished and goals are more definite and more reachable as a result of the Consortium project. In the first year report, it was suggested that persons in charge of Indian education at the S.E.A. level often feel isolated and somewhat overwhelmed by the magnitude of the problems. The Consortium has helped to overcome some of that isolation and dispell some of the fears. During its lifetime, the Consortium has become a valuable support system and sounding board for state level Indian educators who desperately needed a support system and some assistance with state level problems. For these and other reasons, the Consortium members agreed unanimously that the Consortium should continue. The form or format may vary, but the idea is well worth continuation.

SECOND-YEAR EVALUATION: AREAS THAT WERE LABELLED SATISFACTORY OR HIGHLY SATISFACTORY BY ALL RESPONDANTS

	No. of pts.
Minnesota services (airline tickets, hotel reservations, reimbursements)	24
Dissemination of information	21
Meeting sites	21
Sharing of materials, legislation, policies, etc.	18
Communication between participants	17
Summaries of meetings	17
Planning of meetings	17
Sacramento meeting	17
Phoenix meeting	17
Agendas of meetings	15
Title IV workshop idea: state-planned with O.I.E. financial assistance	15
Planning committees for agendas	15
Involvement of participants	14

SECOND-YEAR EVALUATION: AREAS OF MODERATE SATISFACTION, NEUTRALITY OR NO RESPONSE

	No.of pts.
Resource persons for meetings	13
Title IV workshop(s)	13
Individual state support of Consortium (type) meetings	12
Development of ideas	11
Tulsa meeting	8
S.E.A. support	6
Linkage with E.C.S. as an advisory group	5
Individual state support from state funds for meetings	4

SECOND-YEAR EVALUATION: AREAS OF LOW SATISFACTION OR DISSATISFACTION

O.E. input	2
Involvement of Chief State School Officers	-4

SECOND-YEAR EVALUATION: RANKING OF PRIORITIES IN CONSORTIUM STATES

(points)	
25	1. Title IV continuation
23	2. General funding for all Indian programs (Title IV, J.O.M., state aids, grants, etc.)
22	3. Legislation: national
14	4. Development of Indian Education units in the S.E.A.'s
13 (tie)	5. In-service for teachers (human relations, curriculum, etc.)
13 (tie)	5. Legislation: state
8	6. Information dissemination
6 (tie)	7. Certification
6 (tie)	7. Technical assistance and/or Workshops
5	8. Bilingual/Bicultural programs
4 (tie)	9. Research
4 (tie)	9. J.O.M. programs
3	10. Development of national network of resources
2(tie)	11. Alternative schools
2(tie)	11. Development of liaison activities with tribes and communities
1	12. Desegregation issues

OTHER PRIORITIES CONTRIBUTED BY RESPONDANTS:

Implementation of position paper (given A-1 priority)

State categorical funding for Indian education

CONSORTIUM TO UPGRADE INDIAN EDUCATION

SECOND YEAR EVALUATION

DECEMBER 1976

During the second year of the Consortium, (March 1976 thru December '76) we had a series of objectives, activities and programs. The following is a very general evaluation of some of these. Please indicate whether the objective, the service, the activity or the program was highly satisfactory, satisfactory, no response (unaware or did not participate) or was unsatisfactory. Circle the number in the column that best represents your feelings.

BASED ON 13 RETURNS

Pts.		HIGHLY SATISFACTORY	SATISFACTORY	NO RESPONSE	UNSATISFACTORY
(17)	1. Communication between participants	2	1	0	-1
(21)	2. Dissemination of Information	2	1	0	-1
(11)	3. Development of Ideas	2	1	0	-1
(18)	4. Sharing of materials, legislation, policies, etc.	2	1	0	-1
(14)	5. Involvement of participants	2	1	0	-1
(6)	6. SEA support	2	1	0	-1
(2)	7. O.E. input	2	1	0	-1
(17)	8. Summaries of meetings	2	1	0	-1
(15)	9. Agendas of meetings	2	1	0	-1
(21)	10. Meeting Sites	2	1	0	-1
(17)	11. Planning of meetings (by planning committees)	2	1	0	-1
(13)	12. Resource persons for meetings	2	1	0	-1
(-4)	13. Involvement of Chief State School Officers	2	1	0	-1

		HIGHLY SATISFACTORY	SATISFACTORY	NO RESPONSE	UNSATISFACTORY
(24)	14. Minnesota services (Airline tickets, hotels reservation, reimbursement of expenses	2	1	0	-1
	15. Individual meetings				
(8)	A. Tulsa, Oklahoma	2	1	0	-1
(17)	B. Sacramento, California	2	1	0	-1
(17)	C. Pheonix, Arizona	2	1	0	-1
(13)	D. Title IV Workshop	2	1	0	-1
(15)	16. Title IV Workshop idea: State planned with O.I.E. Financial assistance	2	1	0	-1
(15)	17. Planning for agendas Committees	2	1	0	-1
(12)	18. Individual state support of Consortium (type) meetings	2	1	0	-1
(5)	19. Linkage with ECS as an Advisory Group	2	1	0	-1
(4)	20. Individual state support from state funds for meetings	2	1	0	-1

IN GENERAL THE CONSORTIUM HAS BEEN:

(6.15) 21. A valuable experience / 6 / 3 / 4 / / / / / A worthless experience
7 6 5 4 3 2 1

(5.87) 22. Helpful to Indian Education in my State / 4 / 3 / 5 / 1 / / / / Not helpful to Indian Education
7 6 5 4 3 2 1

(5.9) 23. A good learning experience for SEA personnal / 5 / 5 / 1 / / / / 1 / Not important to other SEA personnel
7 6 5 4 3 2 1

24. How would you rate us on our goal of upgrading Indian education? (Check as many as are applicable.)

(10) ___ A. Indian education in my state will benefit from my participation in the Consortium

(4) ___ B. Indian education in my state will stay about the same regardless of my participation.

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(8) ___ C. My Chief State School Officer has benefitted from our state's involvement in Consortium.

(2) ___ D. My Chief State School Officer will be unaffected by Consortium activities.

(3) ___ E. Time constraints limit my involvement in the Consortium.

(5) ___ F. More time is needed (by participants) to digest, discuss or read the subjects and materials we've included.

(0) ___ G. The time I spend on Consortium activities could have been better spent on other things.

(0) ___ H. I would have no interest in continuing the group after funding runs out.

(11) ___ I. I believe the group should be continued regardless of funding.

25. Please rank (if you can) your states top 5 priorities as you see them.

Pts.	Rank	
(25)	1st	Title IV continuation
(4)		J.O.M. Programs
(23)	2nd	General funding for all Indian programs (Title IV, J.O.M., State aides, grants, etc.)
(22)	3rd	Legislation: National
(14)	4th	Development of Indian Education units in the SEA
(4)		Curriculum Development
(5)		Bilingual, Bicultural Programs
(13)	(tie)5th	In-Service for Teachers (Human Relations curriculum, etc.)
(3)		Development of National Network of Resources (people or other resources.)
(6)		Certification
(2)		Alternative Schools
(1)		Desegregation issues
(4)		Research
(2)		Development of liaison activities with tribes and communities
(8)		Information Dissemination
(6)		Technical assistance and/or Workshops
(13)	(tie)5th	Legislation: State

__x__ OTHER (please specify) State categorical funding for Indian educ.

__x__ (A-1) OTHER (please specify) Implementation of position paper

_____ OTHER (please specify) _____

_____ OTHER (please specify) _____

26. Please make any personal comments about objectives, activities, agendas, Minnesota support services, SEA involvement, shortcomings, needs, concerns, suggestions or recommendationa that would help us summarize the second year.

-It is interesting to listen to the common concerns of all states in regard to Indian education; unfortunately the Consortium never really reacted in concrete terms with the problems articulated. This is somewhat the fault of individual participants, but also the feeling of having never come to concensus by the group as a whole. If the Consortium is to continue, an effort should be made to zero in on the issues, come to real conclusions, and take constructive action.

-Realizing that the Indian public school children do have special educational needs that should be addressed and taking into account their unique rights as American natives, the Indian communities must realize that these needs can be served more effectively by everyone working cooperatively. Certain factions within these groups seem to be distrustful of each other; distruct tends to lead to disharmony.--Perhaps indepth courses in human relations for people that work with all school children should be more the rule than the extra-ordinary. In all honesty, the Consortium has helped me in understanding the many diverse groups via sharing, communication, etc. Yet I feel that really nothing concrete has emerged. Still, I'm sure that my input (minimal at best) had a direct bearing on this conclusion.

-I think that State Departments of Education involved in the Consortium are now more aware of the complexity of the national problem of Indian Education. The next phase of operation should deal with specific alternative activities, i.e. models for governance, curriculum content (multicultural), career education, basic skills, and strategies for change.

-1) Continue the Consortium; 2) Consortium should be in more contact with local Indian communities, organizations, etc.; 3) involve more resource persons (high level positions); 4) materials to be discussed should be made available prior to meetings.

-Consortium should be expanded to modify objectives, activities, agendas, support services after all the knowledge gained during this funding period has been evaluated and plans developed for such through a planning and development committee of the Consortium.

-Mike Mueller is a terrific person!

COMMENTS: (cont'd.)

-1) More on bilingual/bicultural education, 2)Propose a discussion on setting up standards of excellence for bilingual education through the appointment of a task force.

-Need to revamp goals and objectives of the Consortium. Convert the Consortium into an association of State Directors of Indian Education.

-Excellent meeting.

-More emphasis on total group involvement.

SUMMARY AND PROJECTIONS FOR THE FUTURE

The Consortium of States to Upgrade Indian Education has had a busy, often hectic, twenty-eight months. Eight meetings were held--most of them for a three or four-day period. Topics for discussion or consideration covered a wide range of areas as indicated by the agendas in the appendices (for second year only) or by the areas in the listing of philosophies, goals, objectives and recommendations. During the second year of activities, it became apparent that few major conclusions or few major changes could be accomplished in the time allocated. Therefore, methods of continuing the Consortium or the activities of the Consortium became of major concern.

The appendices also include four options that the Consortium members considered in dealing with continuation. At the final meeting in Denver in March of 1977, these options were considered. Decisions were made and a final option adopted (also included in the appendices). The concensus of opinion at that time was that the membership should seek an alliance with the Chief State School Officers, who are the managers of the S.E.A.'s wherein the Consortium members are employed. Since the main intent of the Consortium has been to clarify state roles and/or to upgrade the leadership capacities of S.E.A.'s, the forming of a partnership with the Council of Chief State School Officers seemed not only logical, but inevitable, if the group opted to continue.

Therefore, as this report is written, plans are underway to meet and confer with the full membership of the CCSSO between May and September of 1977. The results of these meetings will impact the continuation of the Consortium. The membership agreed to continue independently regardless of funding or alliances. However, the first choice of the possible

options was an alliance with the CCSSO. If this possibility materializes, the Consortium will work with the Council to develop its goals, plan relevant meetings and perhaps open its membership to other interested or supportive S.E.A.'s. The exact nature of the future Consortium is dependent on many factors--the first one being the outcome of discussions with the Council of Chief State School Officers.

The Consortium membership also agreed to keep other options open and to confer further with funding sources, with the Education Commission of the States, with other Indian organizations and with other states. Future developments could include an expanded membership, a research thrust with federal funding, an independent organization, or alliances with more than one group. These possibilities are conjecture at the moment, but emphasize that the Consortium membership is committed to continuing.

Other items in the way of a summary should include the fact that the first-year summary was printed and some copies are still available. Also, the Title IV-Part A Workshops were summarized in a final report. This report was xeroxed in limited numbers, but could be duplicated for interested persons. The Consortium staff persons in Minnesota spent a great deal of time implementing, researching and reporting the Minnesota Indian Education Hearings (conducted across the state from January to March of 1976 and analyzed between June and November 1976). This Hearings Report is also available in its entirety and in abstract form. The abstract is part of the appendices.

CONCLUSIONS

The Consortium of States to Upgrade Indian Education has completed twenty-eight months of activity. The thirteen states, with the full participation of Wisconsin during the second year, wrestled with many issues and shared a great deal of information, material, expertise and insight. The project was rewarding to the participants and helpful to the states involved.

In meeting proposed objectives, the participants have addressed nearly all of the ten objectives. There is a sense of frustration because few issues were really fully explored or resulted in closure. However, there is a much greater understanding of issues, a sense of the great complexity of problems, and a knowledge of diversity between and within states. A great deal of information has been shared and disseminated (objectives 1, 2, and 4); the development of ideas, strategies or common concerns is progressing (objectives 3, 5, and 6). The inclusion of other persons in the conducting of workshops has been met each year (objective 7). The first year included a Consortium workshop and the second year included nineteen Title IV-Part A workshops (which also included S.E.A. programs and a wide range of educational topics). The Consortium was able to do only a minimal amount with objective 8 in that Title IV concerns often precluded any indepth looks at other federal policies. There were attempts to address civil rights policies, the American Indian Policy Review Commission reports and national bilingual laws. However, these were informational in nature and rarely involved an indepth examination except as individuals chose to do so. The Consortium was able to actively involve its member states (objective 9), but was often less successful in involving its Chief State School Officers (objective 10).

As stated in the first-year report, the basic intent of Title V funds has been the strengthening or upgrading of State Departments of Education. This basic goal has been inherent in all Consortium activities and has been realized in many ways that are difficult to measure. The participants have expanded their horizons, have learned a great deal and have enhanced their leadership capabilities in many ways. The results may be somewhat immeasurable, but at least three of the Consortium states are implementing new positions for Indian education personnel, one state introduced legislation for a Commission on Indian Affairs, and all gave the Consortium credit for these additions.

Problems still exist, as they probably always will, but the persons who deal with the problems have a better conception of possible solutions. There is a network of communication, a cadre of experts and resources that were unknown or did not previously exist. S.E.A.'s and Chief State School Officers have been sensitized to the issues and to some extent more committed to addressing those issues. The continuation of the group bodes well for Indian education across the country.

It should be restated that a great many people deserve a great deal of credit for having the foresight and the perseverance to create the Consortium and make it viable. The Office of Education supplied the funds and a manager; Minnesota provided the coordination and much of the planning and support services. Countless numbers of others responded to questionnaires, hosted meetings, provided material, suggested resources or completed reports. It would be impossible to list all the contributions. Any organization is only as good as its membership or its leadership. The Consortium has been blessed with a responsive and dedicated membership and a wealth of leadership. For these reasons it has been a rewarding experience

for the participants. Hopefully the idea and the organization may continue to do its work and offer a positive impact in the area of relevant education for Indian youngsters.

A.

TULSA, OKLAHOMA MEETING

April 25-28, 1976

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CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION

AGENDA

Fairmont Mayo Hotel

Tulsa, Oklahoma

April 25, 26, 27, 28, 1976

Sunday, April 25, 1976		
7:00 p.m.	Reception and Attitude Adjustment Hour	
	Oklahoma host	Fairmont Mayo Hotel
Monday, April 26		
9:00 a.m.	Opening, Roll call	
	Introductions, Announcements	Minnesota
9:15 a.m.	Welcome to Oklahoma	J. D. Giddens, OK S.D.E. Ed Moore, Area B.I.A.
9:35 a.m.	Overview of Proposal for 76-77 - objectives	Mike Mueller
9:50-10:00 a.m.	Coffee Break	
10:00 a.m.	Development of Goals and Objectives for 76-77	Larry Martin
12:00 noon	Lunch (on own)	
1:30 p.m.	Continuation of Goals and Objectives	
	Prioritize Goals and/or Objectives	Larry Martin
2:30 p.m.	Strategies for Implementation of Goals and Objectives	
	Formulate plans and/or Agendas	Larry Martin
4:30 p.m.	Election of Planning Committee for second and/or subsequent meetings, develop agenda, decide locale, etc.	Overton James
5:00 p.m.	Adjourn	

Tuesday, April 27

9:00 a.m.	Announcements	
	Summary or Overview of Monday	Mike Mueller
9:10 a.m.	Block Grant legislation	John Wade, B.I.A.
10:10 a.m.	Coffee Break	
10:20	Plan of Action	Anna Lewis
	a. for Consortium b. for State Dept. of Ed. (Develop plans for year, recommendations, resolutions, etc.)	
12:00 noon	Lunch	
1:30 - 5:00	Oklahoma Afternoon	

Wednesday, April 28

9:00 a.m.	Announcements, Summary Follow up	Mike Mueller
9:15 a.m.	Title IV - Technical Assistance Plans	Lee Antell
10:15 a.m.	Individual State Problems and Possible Solutions Focus on Critical Issues	4 groups (to be assigned)
11:30 a.m.	Report of Groups and Disscussions	Emmett Oliver
12:00 noon	Lunch	
1:30 p.m.	Evaluation	Mike Mueller
2:00 p.m.	Expense Reports	Mike Mueller
2:15 p.m.	Wrap-up	group
3:00 p.m.	Adjournment	

(Elected planning committee may meet evenings, after 3:00 p.m. on Wednesday, lunch hours or stay over Thursday - at their discretion.)

Consortium of States to Upgrade Indian Education

General Meeting, April 25, 26, 27, 28, 1976

Fairmont Mayo Hotel

Tulsa, Oklahoma

The meeting began with a reception for participants the evening of April 25, 1976. Most of the participants had arrived, including twelve Consortium states and Wisconsin. (Montana was unable to attend.) The reception was held from 7 to 9 p.m. in the Founder's Room of the Fairmont Mayo Hotel.

April 26, 1976

The Consortium meeting opened with a roll call of states and introduction of visitors. Eight field coordinators from Oklahoma attended as well as 3 guests from Wisconsin. Twelve member states were represented. There were some preliminary announcements regarding expense reports and a brief intermission to complete the Year One evaluations.

Upon completion of the First Year evaluations, Mr. Overton James introduced the Oklahoma dignitaries who officially welcomed the group. Mr. J. D. Giddis, Assistant Superintendent in charge of Instruction, Oklahoma SDE, and Mr. Ed Moore, Assistant Area Director of J.O.M. for the area B.I.A., extended greetings.

Mr. Giddis noted that there was merit in getting together and discussing common problems. He said that Oklahoma had 640 school districts - most of them small - many of which need assistance in areas that affect the education of Indian children. The areas specifically mentioned included teacher training, teacher sensitivity and curriculum. Oklahoma is currently working on a system (legislation?) that would provide state monies for the support of the Indian Education Section. The Indian Education Section of the Oklahoma SDE has been working cooperatively with the J.O.M. programs since 1947.

Mr. Moore, member of the Creek tribe in Oklahoma, described the J.O.M. programs. There are nine boarding schools in Oklahoma and 3500 students with higher education (post-secondary) grants. There is a budget of approximately $2,000,000 for J.O.M. activities. Mr. Moore noted that many Oklahoma tribes were once East Coast Tribes and had 'welcomed' Columbus. Now there are 14 tribes in Eastern Oklahoma and 15 tribes in Western Oklahoma.

At the conclusion of the Oklahoma welcome, Mike introduced Larry Martin, Minnesota, who directed the bulk of the activities for the remainder of Monday's agenda. Larry noted that there were several agencies and several viewpoints regarding Consortium involvement, Consortium objectives and Consortium expectations. In view of this fact, Larry developed a chart to put the various items in perspective. He reproduced the chart thus:

Consortium: Objectives of Various Agencies

Agencies Involved	Proposal Objectives	O. E. Objectives	Minn. S.E.A. Objectives
O. E.	Obtain information	Education model building	Role of S.E.A. in relation to J.O.M. O.I.E. Title IV Other Federal programs
O. I. E.	Disseminate information		
S. E. A.	Share material		
L. E. A.	Develop policies	Financing of S.E.A. & L.E.A.	
Tribes	Help O.E.		Help O.E. with data base
At Large	Coordinate data collection		Financing of L.E.A. & S.E.A. Legislation Civil Rights Recommendations
	Dropout data needs assessment teacher training strategies		

Following this presentation, Mr. Martin proposed that each state study the chart and then work as a state delegation to develop their ideas. This state-by-state project would include four parts: (1) a list of programs, happenings or actions of the state; (2) a list of two overarching concerns of the state; (3) a list of four expectations of the Consortium from the state perspective; and (4) an explanation of the three lists to be done orally after the lists are developed.

Larry noted that it is probably understood that Minnesota as the host state will offer something. It is also understood that each state will contribute something, receive something and have something to take back to their particular state.

All the participants divided into 13 groups and spent 30-45 minutes developing their lists. After each state finished, the lists were displayed on lines along the wall where others could see and review them. When all lists were completed, the delegations explained their lists and answered questions. The lists, with a few explanatory notes, follow.

CONSORTIUM FOR INDIAN EDUCATION

A L A S K A

1. Action Happenings:
    1. Creation of 21 LEA's (SB 35)
    2. Election of 147 school board members
    3. School Board orientation program
    4. Phase out 1 phase in BIA schools
    5. Community school committees
    6. Settlement of "Molly Hootch" case

2. Concerns:
    1. Capability of providing technical assistance to new school districts.
    2. Untangle and resolve federal HEW OCR/OE concerns.

3. Four Expectations:
    1. Utilize expertise in Consortium relative to:
        a. Providing secondary education
        b. Implementation of P.L. 93-638
        c. School board orientation
        d. Civil rights matters
        e. Share ideas, information and strategies relative to strengthening Dept. of Education in dealing with Indian Education.

Alaska notes, explanations and additions:

Senate Bill 35 created 21 new school districts. (Currently there are still 57 B.I.A. schools.) The 21 new L.E.A.'s used to be one school district. The new districts have boundaries coterminious with Native American Settlement Act, so L.E.A.'s are culturally homogeneous. School board elections were held in February for the 21 new districts - 147 school board members were elected. (The Alaska SDE has had 17 orientation sessions for the 21 new L.E.A.'s.)

There is a move to integrate the B.I.A. schools into the state schools. Each community (within the 21 districts) can have a community school committee. This is in addition to the regular school board. The community school committees can run the schools in their villages. This brings parents closer to the school and gets them more involved. Curriculum needs are met locally.

The Molly Hootch case concerned secondary education for isolated groups of students. The case involved the placement of these isolated students in boarding schools far from their homes.

There are (were?) three classes of schools - Independent, Regional and RREA which have no local taxation. To this time 75% of the SEA time has been devoted to implementation of SB 35.

OCR has investigated and found Alaska's 1st district in non-compliance. The enforcement mechanism is withdrawal of federal funds. Non-compliance was based on 2 factors: (1) English language deficient students and (2) a lack of programs to meet the needs of non-English speaking youngsters. Alaska has been given a set of guidelines (Lau guidelines) but these don't address the bicultural aspect of Native American education.

Alaska has been visited by Federal Auditors who appear to be suspicious of the 21 new L.E.A.s' ability to fiscally manage themselves.

Alaska feels there is a great need to strengthen state departments of education. S.E.A. is often bypassed by O.E. The S.E.A. often has a credibility problem.

CONSORTIUM FOR INDIAN EDUCATION

A R I Z O N A

1. Action Happenings:
    1. Technical assistance (State Indian youth meetings)

2. Concerns:
    1. Fundings & Parental directives & Indian preference
    2. Demmert to B.I.A.

3. Four Expectations:
    1. Survey: instrumentation & model directed @ parents & students
        a. Educational needs
        b. Special education needs
        c. Technical assistance (Federal Program Awareness)
        d. Training (PC/IEc)
    2. Guides: develop systematic or uniform code of improving services with less funds.
        a. Federal Programs
        b. Support personnel
        c. Support lay persons
        d. Support Instruction personnel
        e. Support Instruction lay persons
    3. E.I.T. Programs (internships) Develop foundation for SEA Indian Educator on training programs
    4. Develop youth opportunity Programs
        a. Workshops for Indian students (regional - national) on Title IV/JOM
        b. Workshops for teacher (Title IV/JOM)
        c. Dissemination / person

Arizona notes:

There is a need to develop technical assistance for parents and students, as well as tribes, and L.E.A.'s.

I.E.I.T. is Indian Education Training Program.

CONSORTIUM FOR INDIAN EDUCATION

C A L I F O R N I A

1. Action Happenings:
   1. SB 2264 Establishment of (10) Indian Education centers operated by Indian tribes and non-profit Indian corporations.
   2. SB 1256 American Indian early childhood education in 26 schools.
   3. Eminent authority credentials for Native Americans
   4. Emergency cross-cultural specialists credential 90 quarter units of college work can get a credential to teach.
   5. American Indian Education Council (Advisory & legislative advisors)
   6. State Board "INDIAN Education Policy"
   7. Appointment of an Indian advisor to the Governor.

2. Concerns:
   1. State Indian education unit, Commission, etc., control of Title IV, Indian Education Act, Part A.
   2. Civil Rights and its affect on Indian programs in public schools.

3. Expectations:
   1. Develop a position on the state's role in relation to Title IV, Part A.
   2. Provide support for amending Title VII Bilingual Education Act to include Indian language course rejuvenation projects.
   3. Provide support for new Indian Education legislation.
   4. Advocate more funds for Indian teacher training.

California notes:

There are 2 persons in Indian Education Section in California State Dept.

The ten centers are designed to help raise academic achievement and improve self-concept.

SB 1256 is primarily in rural districts, grades K-4, and allows the hiring of Indian teacher aides. 60 aides are now employed.

Eminent authority credential allows Indian people to teach in areas of their expertise and the emergency cross cultural specialists credential allows a more rapid supply of bi-cultural teachers.

Some problems in California include some very ambiguous deficiency notices, and a need for clearing house status on Title IV projects. Also being investigated by OCR (Bakersfield). There are further problems in bicultural education because the bicultural part is often overlooked. There is a continuing need for more Indian teachers.

CONSORTIUM FOR INDIAN EDUCATION

C O L O R A D O

1. Action Happenings:
    1. Conference on Native American Education-May 13, 1976
    2. Multi-ethnic program
    3. Legislative Commission on Indian Affairs
    4. Developed Indian proposal OE/technical assistance (needs assessment, planning with Ute Tribe)
    5. Project trail

2. Concerns:
    1. Technical assistance at S.E.A. for Native Americans (urban, rural, reservation).
    2. Establish self-determination and upward mobility.

3. Four Expectations:
    1. Improve communication between the SEA and Native Americans
    2. Establish data source on Native American education.
    3. Technical assistance grant approval for Indian Education Act. - Title IV
    4. Development of support systems for upward mobility and self-determination.

Colorado notes:

Commission on Indian affairs is a breakthrough in Colorado. Awareness is being developed and activities expanded.

CONSORTIUM FOR INDIAN EDUCATION

EASTERN OKLAHOMA

1. Action Happenings:
    1. Inservice training of Indian parent committees
    2. Eagle - Gifted and talented program
    3. Curriculum development units
    4. Teacher awareness program
    5. Home school aide program
    6. Teacher aide inservice program.
    7. Awareness program for teachers of Indian students.
    8. Teacher guide on Indian culture & history
    9. Area Coordinator Program:
        a. 107 schools, 10,918 Indian students Technical assistance in the area of Title IV
        b. Higher education grants
    10. JOM special educational programs
        a. 93 professional teachers - 156 general teacher aides - 26 specialized teachers' aides - 2 speech therapists.
    11. State Committee

2. Concerns:
    1. Source of funding: State & Federal
    2. Guidelines of implementation of Title IV

3. Four Expectations:
    1. Exchange ideas & experiences
    2. To examine other programs - implementation procedures.
    3. To arrive at a conclusion to affect state & federal legislation.
    4. To gain knowledge & experience for drop-out prevention program.

Eastern Oklahoma notes:

Finance is a major problem.

Guidelines for Title IV, Part A, technical assistance and S.E.A. role are greatly needed.

Dropouts and dropout prevention is a major concern.

There are 168 Title IV, Part A L.E.A.'s in Oklahoma. In 1975-76, 5 audits were done and 4 of these were in metro areas.

CONSORTIUM FOR INDIAN EDUCATION

M I C H I G A N

1. Action Happenings:
    1. Securing dropout data K-12 on minority students-Civil Rights
    2. Desegregation concerns - Urban
    3. Bilingual-Bicultural education P.A. 294
    4. Tuition waiver for Native Americans for Higher education HB 4130
    5. Multi-cultural education guidelines K-12 P.A. 354

2 Concerns:
    1. Bilingual-Bicultural services and teacher training for such
    2. Dropout data and alternative education patterns.

3. Four Expectations:
    1. Support for rural & urban K-12 Native Americans needs
    2. Strong recommendation regarding:
        a. Financing teacher pre-service/inservice education.
        b. Financing from O.I.E. on the state level to assure delivery of eligible services (Indian Division?)
        c. Support HCR 435 (Michigan)
        d. Devise model: Indian finance delivery of service, objectives to upgrade Indian education at all levels.

Michigan notes:

Dropout information is extremely difficult to gather - records on Indian students were never kept until 1972.

Many Michigan Indians have not been interested in bilingual or bicultural education.

The tuition waiver is a watered down bill.

There are 21,000 Indian students in Michigan - only 7% reside on reservations. There is a great need for support for HCR 435.

Finance is a large problem in Michigan.

CONSORTIUM FOR INDIAN EDUCATION

M I N N E S O T A

1. Action Happenings:
    1. State Indian scholarships
    2. Indian adult basic education
    3. Statewide State Board hearings
    4. Alternative Education
    5. Certification meetings
    6. Title IV Technical Assistance

2. Concerns:
    1. Tribal self-determination
    2. Finance

3. Four Expectations:
    1. Establish cooperative working relationships with other states.
    2. Establish a pool of information for Indian education.
    3. Clarify role of SEA with LEAs, JOM, Title IV, etc.
    4. Work on finance.

Minnesota notes:

Only scholarships needed explanation. Questions concerned amount and eligibility (1/4 Indian).

CONSORTIUM FOR INDIAN EDUCATION

N E W M E X I C O

1. Action Happenings:
    1. Legislature - Rep. Leo Watchman & Sen. Tom Lee.
    2. Indian Education unit - State funded
    3. 7 member Indian Advisory Board - (Res. & urban).
    4. Indian representatives in SDE-T-I, T-VII, Cross cultural unit, Vocational education, instruction, technical assistance, curriculum development.
    5. Indian affairs Commission 20 years
    6. Indian aide to Governor's office.

2. Concerns:
    1. Conflict on federal guidelines, rules, & regulations with state legislation.
    2. What's going to happen to Title IV after 1978?

3. Four Expectations:
    1. Better communication in supportive resolutions to assist various state with problems particularly in area of federal programs.
    2. A data base publications based on research & documentation of specific subject that Consortium has taken a position on - e.g. Title IV.
    3. Posted a new federal bills, legislation, policies, acts, and programs that may affect operating procedures of SDE.
    4. To request our Consortium have direct input into new pending legislation on the Federal level before it is passed by Congress sanctioned by federal agnecies with rules and regulations, e.g. hearings, testimonies, drafting of rules and regulations.

New Mexico notes:

N. M. SDE has a state funded annual budget of $70,000. All tribes are included in state plans. There is a 7 member advisory board to N. M. SDE. There is also an Indian affairs office and an Indian aide to the Governor's office.

There are 24,000 Indian students in public schools in New Mexico.

Public schools were funded 100% for all their program requests. There will be no categorical aids after next year. This dissipates S.E.A. impact and control (if categorical aids are discontinued). This is a New Mexico kind of block grant idea.

There are 88 school districts; 27 of them are Indian.

CONSORTIUM FOR INDIAN EDUCATION

N E W Y O R K

1. Action Happenings:
    1. Native American position paper.
    2. Grant in Aid program.
    3. Legislation
    4. Funding
    5. Coordination of State-Federal programs
    6. Certification for areas in which no certification exists.

2. Concerns:
    1. Funding
    2. Implementation of position paper.

3. Four Expectations:
    1. Broad base data on Indian education
    2. Support for role of the Native American Education Unit, i.e. comparison of other states duties, responsibilities, status, etc.
    3. Development of a priority in Indian Education to be on par with other states and federal programs.
    4. Understand of the various clients served and their various roles in the process.

New York notes:

The grant in aid program is $1100 per student. The student must reside on a reservation, must have a high school diploma or a G.E.D., and must attend an accredited post-secondary school.

The N.Y. SDE serves 3,000 students with a total budget of $3 million. There are 12 contracting districts who are funded by N.Y. SDE. There are no federal reservations in New York; they are all state reservations. They are currently beginning their 2nd year of J.O.M. funding.

Two Iroquois reservations have decided not to participate in federal programs.

The Indian education section of N.Y. is in Elementary, Secondary and Continuing education.

CONSORTIUM FOR INDIAN EDUCATION

N O R T H C A R O L I N A

1. Action Happenings:
   1. Technical assistance-federal relations O.E. workshop - technical assistance for LEA's.
   2. Indian representative board, Advisory Council (93-380)
   3. Indian SEA staff members

      Division of Human relations-ethnic representative
   4. Local parent committees.

Division of Compensatory Education:

1. Title I ESEA

   "Follow-Through" (Cherokee Reservation)

Curriculum: Recommendations to State Board

1. Materials for state adoption at 4th grade level to teach history of Indians in North Carolina
2. For teachers to have specific course or credit in American Native Education (supported by Foundation monies)

Division school planning (SEA) provided major technical assistance to Cherokee Reservation construction school (a real showplace.)

Governance of public education at local level.

Court decision permitting only people of school district to elect school board.

2. Concerns:

Quality education for all children with emphasis on using special funds adequately without promoting division or racial isolation.

Concerns of Indian Community in N.C.

1. Humane teachers
2. Sensitive administrators
3. Un-biased texts
4. Relevant & honest history
5. Access to services
6. Recognition of cultural differences as they exist.

State Dept. adopted policies and procedures which assure humane and un-biased educators.

3. Four Expectations:

1. Sharing information
2. Recommendations to O.E., SEA on policy matters relating to Indian Education.
3. Strengthening SEA through support of federal assistance and generation of state support.

North Carolina notes:

About 2% of public school students in North Carolina are Indian - or 15,000 youngsters.

There are no J.O.M. funds.

Since 1969 or 1970 all L.E.A.'s are desegregated.

There are 149 L.E.A.'s in North Carolina.

The State Board of Education is composed of 12 persons - 1 of whom is Indian.

There are Indian representatives in the Division of Human Relations.

Title I ESEA is in all 149 schools.

A Private Foundation funded a curriculum proposal for all 4th graders.

There has been a recent breakthrough in the goverance of one school in an Indian area.

The concerns for Indian education in North Carolina are:

(1) unbiased texts, (2) humane teachers, (3) sensitive schools, (4) cultural experiences and (5) cultural recognition.

There are about 50 L.E.A.'s that have Title IV programs.

CONSORTIUM FOR INDIAN EDUCATION

S O U T H D A K O T A

1. Action Happenings:
    1. Director of Indian Education
    2. One state Board member
    3. State Indian Education Advisory Board
    4. Certification requirements of 3 credits Indian studies-Indian input
    5. S.D. State Indian scholarship
    6. Curriculum units - 7
    7. Inservice training for teachers
    8. Bi-lingual workshops
    9. Advocacy for Indian students - Elem. & Secondary levels (State right to read com.)
    10. Legislation
    11. Values clarification workshops for teachers.

2. Concerns:
    1. Legislation - State scholarship to be increased. Indian teacher education funding.
    2. Inclusion of Indian studies in school curriculum.
    3. Collect and disseminate data on basic skills.

3. Four Expectations:
    1. Federal programs information
    2. Continue sharing program ideas
    3. Receive help on advocacy role
    4. Productivity of Consortium activities.

South Dakota notes:

S.D. has 14,580 Indian students; 12,00 are in public schools. One of every 9 students in S.D. is Indian.

Each teacher in S.D. must have 3 credits of Indian education. (Certification requirements) The Certification Commission made the change and will have hearings. The ruling is effective as of 1978.

S.D. has allocated $21,000 for scholarships.

Some inservice will help teachers incorporate the seven curriculum units developed last year. Bilingual needs to be more clearly defined in South Dakota - workshops will be held.

B.I.A. in Aberdeen is developing units in art and these are in use.

There has been some school board training.

S.D. has a State Indian Commission and an Indian Education Association.

There are four Indian controlled schools in S.D.

Dropouts are not being recorded as a result of certificati[illegible] committee.

CONSORTIUM FOR INDIAN EDUCATION

W A S H I N G T O N

1. Action Happenings:
   1. Career ladder for para-professionals
   2. State wide Indian Education Advisory Board
   3. Curriculum guide-public schools
   4. S.P.I. policy on Indian education
   5. Special qualification certificate

2. Concerns:
   1. Teacher preparation - legislation
   2. Office of Indian Education in S.P.I.

3. Four Expectations:
   1. How to influence S.P.I.'s S.E.A.?
   2. Dissemination of information.
   3. National legislation assistance.
   4. Research - report - models.

Washington notes:

There are 200 aides in the J.O.M. program, and probably 200 aides in Title IV programs.

The para-professional training program is particularly for Native Americans. There is a state wide advisory board. The program took 2½ years to implement.

There are 6,000 Indian children in J.O.M. programs and 15,000 Indian children in all of Washington state. The largest concentration of Indians is in Yakima; the 2nd largest is in Seattle and the 3rd largest is in Spokane.

The original Indian education committee was appointed and has since ceased to exist. The present committee is elected and may be more viable.

There should not be the assumption that we <u>have</u> to use Indian money for Indian programs and/or curriculum. This would be like using space agency money before there is any mention of space programs.

The present curriculum guide is adaptable for 5th grade through the college level - most appropriate for grades 8 - 12.

There is a great need for cooperation and support between S.E.A. and L.E.A.'s.

The present policy statement was presented and given to the public via a press conference of the State Superintendent on T.V. There was wide coverage. The policy was subsequently inserted in the S.E.A. annual report.

The current needs are: (1) a clarification of sight count techniques;
(2) better identification of Indian students;
(3) greater involvement of Indian people; and
(4) a career ladder for Indian adults.

CONSORTIUM FOR INDIAN EDUCATION

W I S C O N S I N

1. Action Happenings:
   1. Wisconsin Council on Indian Education
   2. J.O.M.
   3. Title IV A, B & C of Indian Education Act.
   4. ESEA, Title I - VIII
   5. ESEA, Title V, 505
   6. Human Relations
   7. Legislation certifying Indian language teachers
   8. D I L H R
   9. Affirmative Action
   10. Native American studies Programs - institution, Indian scholarship program for higher learning
   11. G L I T C, Education programs, tribal
   12. DNR Indian liaison

2. Concerns:
   1. Employment

3. Expectations:
   1. To gain insights in planning, implementing and evaluating
   2. Exchange ideas of mutual interest
   3. Develop resources dealing with educational efforts
   4. Equalize educational opportunities etc., LEA, SEA & national.

Wisconsin notes:

The Wisconsin State Department of Education does not have a State Board of Education. Policies are developed and implemented by the Department.

The Director's position is funded by Title V and J.O.M.

There is a Wisconsin Council on Indian education funded by the state.

Wisconsin is presently losing ground in Title IV grants. There are fewer this year than last year. The Indian education section identified 130 Title IV eligible LEA's containing over 10,000 Indian students.

There was legislation certifying Indian language teachers, but after 9 certificates, the process was discontinued. The Human Relations group can receive and process complaints.

The Inter-tribal Council includes all except Menominees. The Dept. of National Resources is now involved in fishing rights and currently has Indian liaison person.

The Indian Student Assistance Program has nearly $800,000 to 1,000,000 for up to five education years. No blood quantum is required.

The greatest current problem is the insensitivity of non-Indians.

An attempt was made to consolidate the areas of concern and those concerns which were based on State Department perspectives as contrasted to community perspective. However, it was late and there was inadequate time to prioritize all the concerns, objectives, expectations, etc. Therefore it was decided to ask Ms. Anna Lewis to further consolidate the list and proceed on Tuesday with priorities, strategies and methods of attack.

The session ended with an election of a planning committee for the next meeting. Mr. Overton James presented a geographically representative list composed of Harold Webb from North Carolina; Lester Gemmill from Michigan; Josie White Eagle from South Dakota; Sylvia Carlsson from Alaska and Andy Andreoli from California. It was moved to and seconded to nominate the proposed slate. Passed. Nominations closed and the proposed committee was elected by acclimation. The committee met for one hour after the regular meeting and for three subsequent sessions to adopt an agenda, choose a site, and pick a date for the next meeting.

END MONDAY---

TUESDAY April 27, 1976

The Consortium participants met in the Founder's Room of the Fairmont Mayo Hotel for announcements and continuation of discussion. Mike made some announcements and explained some factors dealing with 'Block' grants. (Mr. Wade could not attend the meeting for block grant discussion.) Three packets were distributed concerning the Block Grant legislation.

Anna Lewis chaired the group for a summation session. She had consolidated the concerns, the constraints and the options as they were expressed in the discussion on Monday. The chart appeared thus:

CONCERNS:	CONSTRAINTS:	OPTIONS:
1. Title IV	Funds available	1. Resolutions
2. Information on Indian Education	time	2. Position Paper
3. Strengthening S.E.A.'s	Evaluation	3. Workshops
4. Legislation	input by	4. Gather Information
5. Indian Education or Training Programs	grass roots	5. Disseminate Information
6. Survey Instrument or Models		6. Write letters
7. Finance		7. Discussion
8. Productivity of Consortium		8. Survey
9. Michigan's HCR 435		9. Product (produce something)
10. What happens when 505 runs out?		
11. Civil Rights		

The group discussed several ways to handle the concerns, the constraints or the options. Several suggestions were made, but some were in the area of lobbying which is prohibited when using federal funds. After several suggestions were made it was decided to focus on several 'major' concerns. These major concerns were: Title IV, Legislation, Finance, Funding for Consortium, and Civil Rights. (Four of these areas are the topics under discussion at the next meeting).

Among the suggestions were a need for intensive small group discussion, an option to draft resolutions, a need for position papers, and a need to get things in writing and review them. A workshop was suggested and 2 motions made.

Motion 1: To stay with list of concerns, finalize a position, plan a final meeting format at next meeting complete with a position paper(s). Seconded. Passed.

Motion 2: To form 3 small groups to work on 3 immediate concerns; Title IV, Civil Rights, Michigan HCR #435. Seconded. Passed.

The three groups met for 30-45 minutes and reported their progress. Title IV group, chaired by Andy Andreoli agreed to pursue their deficiency problems with O.I.E. The Civil Rights group, chaired by Sylvia Carlsson, agreed to continue their discussion and draft questions for the California (June) meeting. The Michigan HCR #435 group, chaired by Lester Gemmill, developed an explanatory memo and a draft letter to solicit support for the Resolution.

The group adjourned for lunch and convened in the afternoon for presentations by the Oklahoma people. The Oklahoma presentors included Mrs. Jean Baker, Deb Victor, Randy Jacobson, and Dr. Fount Holland. They discussed the role of the ten J.O.M. coordinators in Eastern Oklahoma, the need for accuracy and relevance in history and the need for recognition of cultural differences. (Assimilation and assimilation techniques often lead to low self-concept which leads to low achievement, alienation or dropping out.)

The afternoon concluded with a slide presentation called "This Land is Mine" developed by a local University concerning the Cherokee history and culture. Narration was by a nine year old Cherokee boy. Two of several completed slide presentations were shown.

The meeting adjourned for the day.

WEDNESDAY April 28, 1976

Mike made several announcements regarding check out time, reimbursements and limousine service. The next meeting was announced for Sacramento on the dates of June 27-30 - with coordination of California S.E.A. The suggested agenda and the suggested panel participants were listed for discussion, approval or change.

Mr. Lee Antell was introduced to the group. He described the Office of Indian Education proposal for O.I.E./S.E.A. sponsored Title IV Workshops for the fall of 1976. Lee distributed 3 pages of suggestions and format (see enclosure) for the implementation of Title IV Workshops in each of the 13 Consortium states during September, October, November (& possibly early December). $25,000.00 would be given to Minnesota as the host state/coordinator, who redistributes $1500.00 to each state to help defray costs of the workshop. A calendar was begun and partially completed. This is also part of the Title IV enclosure.

In addition to the proposed workshops, Lee answered questions and discussed other concerns of Title IV-Part A. He noted that there is a real need for Drop-out-retention data, absentee-attendance rates, achievement data, self-concept data and curriculum aids. In addition to the needs for data (and research) and the need for curricular materials, there are also needs for resource people in the areas of curriculum, special education, counseling and counseling techniques for home-school coordinators and advocates.

Title IV has developed an evaluation design that will be going out with grant awards. Lee noted that O.I.E. can accept enrollment changes until April 30. Next year (fall '76) forms will be provided to all L.E.A.'s for identification purposes. They will be sent to homes and returned to schools, compiled and sent to the S.E.A. for the purpose of consolidating and verifying the Title IV count.

In answer to several questions, Lee said that the O.I.E. grants should be used for Title IV activities. The $1500.00 can be used to rent space, provide materials, provide refreshments, and to assist participants. Lee asked that the Title IV monies <u>not</u> be used to hire expensive consultants or to provide travel for L.I.E.C.'s. (L.I.E.C. should have travel money in its Title IV-Part A budget.) The grant awards (out soon) will be larger than the original entitlements and a letter will accompany the grant award to suggest that the parent committee set aside some of the additional money for workshop participation.

After discussion and calendar preparation, the Title IV portion of the meeting was concluded. The evaluations were distributed and completed. Expense reports were distributed and closing announcements were made.

Meeting adjourned - noon Wednesday.

CONSORTIUM TO UPGRADE INDIAN EDUCATION

Fairmont Mayo Hotel

Tulsa, Oklahoma

April 25, 26, 27, 28

BASED ON 18 RETURNS

EVALUATION

The following is loosely based on agenda format. Please check over the number that best signifies your feeling or reaction to a particular topic or area.

1. The Overview of Proposal Objectives, Expected Results and Budget were:

(18)	clear	/6/1/5/4/2/0/0/ (7 6 5 4 3 2 1)	unclear	5.27
(18)	acceptable	/4/4/4/6/0/0/0/ (7 6 5 4 3 2 1)	unacceptable	5.33

Comments: We still need to decide whether we are product oriented or action oriented. - Very good objectives drawn up.

2. The Development of Goals and Objectives for 76-77 was:

(18)	necessary	/10/5/0/2/0/0/1/ (7 6 5 4 3 2 1)	unnecessary	6.00
(17)	helpful	/6/4/3/3/0/0/1/ (7 6 5 4 3 2 1)	not helpful	5.47
(17)	adequately completed	/2/1/6/5/1/1/1/ (7 6 5 4 3 2 1)	incomplete	4.00

Comments: What actions will come of this?? - It would have been a helpful process if we had more time. - Did not happen! - Some members kept side tracking from main issue. - I don't feel that it's completed but the Consortium is looking toward it.

3. Priorities and/or Strategies for implementation of goals and objectives for 76-77 (Monday p.m.) was:

(18)	necessary	/11/4/1/1/0/0/1/ (7 6 5 4 3 2 1)	unnecessary	6.16
(18)	helpful	/2/6/3/3/0/3/1/ (7 6 5 4 3 2 1)	not helpful	4.66

3. (continued)

(17) adequately completed /1/4/3/1/3/2/3/ incomplete 3.88
7 6 5 4 3 2 1

Comments: Not very well accomplished. - We didn't get into small groups as was expected.

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4. The concept and work of a planning committee (steering committee) is:

(18) helpful /12/2/3/1/0/0/0/ not helpful 6.38
7 6 5 4 3 2 1

(18) necessary /13/1/2/2/0/0/0/ unnecessary 6.38
7 6 5 4 3 2 1

(17) fair to all members /12/2/1/2/0/0/0/ unfair to some members 6.41
7 6 5 4 3 2 1

Comments: Everyone has a chance for input. - I am not a member of the planning committee, therefore, I cannot judge fairness to members.

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5. The discussion and materials on 'block grant' legislation was:

(11) helpful /4/0/3/2/1/0/1/ not helpful 5.00
7 6 5 4 3 2 1

(10) clear /2/1/2/3/2/0/0/ unclear 4.80
7 6 5 4 3 2 1

(12) useful /5/0/2/2/1/0/2/ not useful 4.83
7 6 5 4 3 2 1

(11) important /5/1/1/2/1/0/1/ unimportant 5.27
7 6 5 4 3 2 1

Comments: Interesting. - No fault to presenter-there should be a person at next meeting to discuss the entire Federal legislation scene--current legislation-pending legislation-and trends. - Need more follow-up even if this bill dies. - Not too concerned at this time. - John Wade did not show. - Not too concerned with this at this time.

6. The Title IV Technical Assistance grants proposal presented by O.I.E. was:

(18)	important	/14/2/2/0/0/0/0/ (7 6 5 4 3 2 1)	unimportant	6.66
(18)	useful to SEA's	/13/2/2/1/0/0/0/ (7 6 5 4 3 2 1)	not useful to SEA's	6.50
(18)	significant	/12/3/2/0/1/0/0/ (7 6 5 4 3 2 1)	insignificant	6.39
(18)	clearly presented	/14/2/2/0/0/0/0/ (7 6 5 4 3 2 1)	unclear	6.66
(17)	a good suggestion	/15/1/1/0/0/0/0/ (7 6 5 4 3 2 1)	a poor suggestion	6.82

Comments: Appreciated Lee Antell's remarks. - We have a long way to go yet on this matter. - I still feel that the SEA's are unduly targeted for criticism by all groups and yet always asked to turn the cheek and do the usual good-relation type supportive work.

7. The "Oklahoma Afternoon" was:

(18)	interesting	/ 7/ 2/ 4/ 3/ 1/ 1/ 0/ (7 6 5 4 3 2 1)	not interesting	5.44
(18)	relevant	/ 5/ 1/ 6/ 4/ 1/ 1/ 0/ (7 6 5 4 3 2 1)	irrevelant	5.11
(17)	useful	/ 3/ 1/ 4/ 8/ 0/ 1/ 0/ (7 6 5 4 3 2 1)	not useful	4.76

Comments: Having Randy speak was excellent. It's good to have someone talk regarding the grass roots people. It makes you think about why we are here. - I learned a lot of what they are doing & am impressed with results. - Not in context to anything in particular.

8. Hotel, meeting room(s), other Oklahoma arrangements and assistance were:

(18)	most satisfactory	/6/4/4/1/0/2/1/ (7 6 5 4 3 2 1)	unsatisfactory	5.27

Comments: Dining was expensive. - Nice atmosphere & very comfortable. Good planning, except meal costs are very high. - I am not accustomed to paying out so much for meals. - Strongly urge round table arrangement-conference style-so everyone can relate to each. - Poor food, unsatisfactory room. - The food service is really poor, not adequate eating facilities-the place is old!!

9. Minnesota support services; meeting notices, airline tickets, information packets were:

(17)	helpful	/13/4/1/0/0/0/0/ (7 6 5 4 3 2 1)	not helpful	6.64
(17)	satisfactory	/11/4/2/0/0/0/0/ (7 6 5 4 3 2 1)	unsatisfactory	6.52
(17)	complete	/12/3/1/1/0/0/0/ (7 6 5 4 3 2 1)	incomplete	6.52

Comments: O.K. Helluva job!! - I would encourage emphasis on feedback by facilitators.

10. Other comments, suggestions or recommendations:

The discussion groups were good. I enjoyed hearing the questions that came up and some suggestions for solution. I'm getting a better perspective of the issues which we have been discussing.

This meeting was a good experience and I'm glad to be a member of the Consortium. (Josie White Eagle)

Would like to see Consortium members stay with the agenda as established by the planning committee-instead of trying to distort and continually sidetrack an approved program. Maybe 1 hour on last day could be gripe session and would reduce this going off in other directions. Consortium needs to stay with the issue level of things.

See comment under #8. Our group is small enough to sit around conference style tables.

We're making some progress.

Small group discussions more helpful to me.

I feel we need to start each Consortium with some type of warm-up in order to get to know the members of the Consortium better. This would be good for human relations or public relations or just to get to know each other.

I guess I'm a go-getter but I really think some people in decision making places ought to be fed some concerns & reports of our findings in this Consortium. Otherwise it will just be a get together for states. Impact is what I would like to see. (Where it counts & ways to get there.)

Future meetings be held near some nice eating establishments. Near entertainment establishments. Involve more local Indian groups in way of entertainment, information, etc.

We should give priority to: (1) Final Report; (2) Strategy for use of Final Report; (3) Continuation of Consortium with a limited specific purpose.

GOOD SHOW!!!

B.

SACRAMENTO, CALIFORNIA MEETING

June 27-30, 1976

AGENDA

Consortium to Upgrade Indian Education

General Meeting - June 27, 28, 29, 30, 1976

Sacramento, California

Sunday, June 27th

7 - 9 p.m.	Reception: California Hosts	Quality Inn - Woodlake

Monday, June 28th

Chairperson and Moderator: Dr. Bill Dae
California State Department of Education

9:00 - 9:15	Opening, Roll Call	Mike Mueller
	Announcements, Introductions	Bill Dae
9:15 - 9:45	Welcome to California	Wilson Riles State Supt. of Schools Adele Martinez, Director Bilingual Bicultural Ed.
9:45 - 10:30	Title IV: Its Problems The needs, the future	Lincoln White
10:30 - 11:00	Panel Reaction Title IV	Darrell Arnold Lester Gemmill Andy Andreoli Overton James Josie White Eagle
11:00 - 12:00	Group Discussion: Title IV	Consortium members
1:30 - 3:00	Title IV: Small Group discussion relative to Resolutions, Position Papers, Strategies, Recommendations	4 - 5 groups chaired by panel
3:00 - 4:00	Reports to Large Group	
4:00 - 4:30	Conclusions	Bill Dae
4:30 - 5:00	Election of Planning Committee for next meeting	Sylvia Carlsson

Monday p.m.	Cultural Evening presented by California hosts	place to be announced
Tuesday, June 29		
9:00 - 9:15	Review, Summary	Mike Mueller
	Announcements	Bill Dae
9:15 - 9:45	Civil Rights and their relationships to the Legal Rights of Native Americans and the current N.A. Program	Clyde Mathews O.C.R., Wash. D. C.
9:45 - 10:30	Panel Reaction	Bill Yellowtail Sylvia Carlsson Harold Webb Larry Martin Ramona Jones
10:30 - 11:30	Civil Rights: Discussion	Consortium
11:30 - 12:00	Conclusions, Reactions	Bill Dae, presiding
1:30 - 2:15	J.O.M. and the Impact of 93-638	John Wade B.I.A. Albuquerque
2:15 - 3:00	Panel Reaction Montana	Chee Benally Emmett Oliver Terry Leonard Sam Homan Bob Parsley
3:00 - 4:00	Group Discussion	Consortium
4:00 - 4:30	Conclusions, Reactions	Bill Dae, presiding
7 - 9 p.m.	Rap Sessions	(at the discretion of participants)

A. Title IV Problems & Concerns

Lincoln White, resource person

B. Civil Rights Concerns

Clyde Mathews, resource person

C. J.O.M. & 92-638 Concerns

John Wade, resource person

D. A.I.P.R.C. Concerns

Andy Andreoli, resource person

E. Consortium Concerns

David Phillips / Mike Mueller

F. Final Meeting Planning Committee Meeting

(to be selected)

Wednesday, June 30

9:00 - 9:20	Review, Summary	Bill Dae
	Announcements	Mike Mueller
9:20 - 9:50	Consortium Matters:	
	Philosophy, Goals, Objectives and Recommendations	Mike Mueller
	Continuation Ideas	David Phillips
9:50 - 10:00	Break	
10:00 - 11:00	Small Group Discussion of Consortium Matters	4 - 5 small groups chaired by: Jeff Jeffers C. L. Stiverson Ray Oxendine Elayne Bluestone Anna Lewis
11:00 - 12:00	Group Discussion from Small Group reports	Bill Dae, presiding
1:30 - 2:00	Conclusions, Summary	Bill Dae
2:00 - 2:30	Responsibilities for Final Meeting	Mike Mueller
2:30 - 3:30	Reports from Rap Sessions (5 - 8 minutes each)	6 chairpersons
3:30 - 4:00	Evaluation	
	Expense Reports	
4:00 p.m.	Close	

CONSORTIUM OF STATES

June 27, 28, 29, 30, 1976
Sacramento, California

The Consortium of States to Upgrade Indian Education met in Sacramento, California on June 27, 28, 29, 30, 1976. A reception was hosted by California on the evening of June 27 at the Woodlake Quality Inn. Housing and meeting rooms were also provided at the Woodlake Quality Inn.

The business meeting began on Monday, June 28, with a slight revision of agenda. There was a need for an update on the Title IV appropriations and considerations in the National Congress. There was considerable concern about cutbacks and conference committee recommendations. (At this point it's difficult to recall the order of events, but letters were suggested - again - and Minnesota sent some in early July. Mailgrams had been sent in June.)

Mr. Bill Whiteneck, Assistant Commissioner of Education, was introduced by Bill Dae, Director of Indian Education for California. Mr. Whiteneck explained the "Policy Statement on Native American Education in California." He discussed the historical background, the problems, and the implications of the California policy statement. The rules and regulations that will implement this policy are yet to be developed.

California has had consolidated grant approval for several years. This consolidated grant approval includes: Title I, Title II, Title III NDEA, State Reading Program, Disadvantaged Program, Bilingual Education and Indian Early Childhood, plus others. The forms for participation are resubmitted each year. If the school has 10 or more Indian students, the plan must include the program developed for those Indian students.

After questions and discussion, Dr. Wilson Riles, Superintendent of Public Instruction, arrived and was introduced by Bill Dae. Dr. Riles recounted the early history of the first Americans in early California. It is estimated that at least 200,000 American Indians lived in California at the time of the European immigration. This number was reduced to 100,000 by 1840 and then to 20,000 by 1900.

Citizenship for American Indians was finally granted in 1924 and the numbers began increasing again to a total of 100,000 in California now. The record of relocation, intervention, B.I.A. paternalism, etc., was as demoralizing and discriminatory in California as elsewhere. In 1967, California was eliminated from J.O.M. participation. In 1972 the Department of Education established a unit on Indian Education (assembly Bill 872). The California Department of Education rejected the concept of paternalism and adopted the idea of input and participation in programs.

In California, the Chief State School Officer is elected (most states appoint.). Dr. Riles believed this to be a plus for him personally because he then becomes free to deal with the governor, the legislature and other elected officials as an equal.

Dr. Riles commented with an admonition to the membership. It is impossible to do everything - it is useless to look for villians - it is better to pick yourpriorities, concentrate one's efforts and make haste slowly. Progress is always made in slow steps.

In response to questions, Dr. Riles made several observations. (1) Regarding Title I, California has found ways to circumvent the reward for failure that is built into Title I; (2) For Indian education programs it is suggested that schools utilize individual instructional programs as much as possible with all the academic, social and cultural individuality emphasized; (3) It is necessary to involve parents in a meaningful way - through aides, volunteers, and others who work in the schools and have contact with the kids; (4) Finally, make all school people more sensitive, more knowledgeable and if possible, more humane.

Other comments included a discussion of funds for Native Americans and the necessity of proper identification of Native American children. The discussion continued with an explanation of the appointment system in California with the Superintendent having the exclusive power to appoint. The State Board can reject, but not initiate appointments. Dr. Riles noted that committed and dedicated people can make any structure work.

California has been a leader in education because Californians have no fear of change. Most of them have made substantial changes in their lives in resettling in California. Now there is an effort to evaluate standardized testing. The use of standardized tests is losing its prestige because it seems to foster excessive competition and the tendency to rank kids and schools etc. Tests schould be diagnostic and useful in creating individualized instructional programs. The use of testing in the emphasis on accountability may be misguided. Lots of factors influence achievement.

Dr. Riles made the point that programs for the gifted often become a status symbol for the parents, and evoke unanticipated hierarchies in school buildings. If we really mean it about meeting the needs of all children, then one doesn't need special classes; we need to individualize so that all youngsters grow to potential. In addition, the criteria for giftedness is too narrow - usually an I.Q. score. We could never have enough alternatives to meet all needs. All kids need alternatives and/or individualization.

With the present controversies and strong feelings about educational shortcomings, there looms the possibility of a National system of education. This would not be desirable, however subtle things are underway and this could happen. California has a wide variety of school systems within its borders - from the very large to the very samll. There are 1046 school districts in all and some are contained in one building.

Dr. Riles made the point that the Department of Education has made an impact on textbook contents. There is a textbook selection committee in California and with statewide purchasing power, the selections (or rejections) can influence publishers. It has been a slow process, but gradually the companies are beginning to understand that it is necessary to eliminate stereotypes, rewrite demeaning passages, and eliminate patronizing language. The most difficult area with which to deal is the role

of women and the reduction of female stereotypes, omissions and bias. We have to recognize that texts reinforce images and build (or diminish) self-concept.

In progress now in California is an attempt to emphasize, recognize and support the cultural differences of Native Americans. This is emphasized in tutoring programs, resource centers, adult education and vocational education. One shortcoming is the dearth of materials to implement the programs. Perhaps the consortium could make a contribution in the development of Native American materials.

Mr. Clyde Mathews followed Dr. Riles on the program. Because of a problem (crisis?) in Minnesota, Mike used some of Mr. Mathews' material with a compliance team. That material is inserted here.

Clyde Mathews - O.C.R.

Kids are important - people are important - much more important than money, buildings, rules or regulations. We get so busy solving problems that we forget who we are solving problems for.

Education is not a battle or a war between state and local, teacher and administrator, nor students and teachers. Education should be a cooperative process. We should enhance, assist, help - not rule. regulate and prohibit.

Civil Rights implies a right and there are no rights without a reasonable expectation of a benefit.

Indians are unique and special (from everyone else) and have 2 sets of rights. (No other citizens have this dual citizenship in the same way.)

American Indians and Alaskan Natives RIGHTS	Civil RIGHTS
recognition of status in the Constitution.	based on citizenship (granted in 1924) have all rights guaranteed to all U.S. citizens.
Also includes: Treaty rights Special laws Court decisions (and the administrative rules and regulations for above)	

Indians are more equal than others - whether anyone likes it or not.

The two sets of rights are mutually exclusive and cannot cancel each other out. Just because one is a citizen, that person cannot be any less Indian or lose the rights guaranteed to Indians.

In Morton versus Mancari (1974) the Supreme Court established that Indians are not a racial group - they are a political entity.

Indians are Indians for purposes of Indian rights (which is not a racial identification but a political one). Indians are members of sovereign tribal entities and have dual citizenship.

Treaty rights supercede other laws and restrictions.

In addition to the material I used, Mr. Mathews used financial aids to illustrate the subtlety of dual citizenship rights (and discrimination). When Indian financial aids became available, they were used to help Indian students pursue educational goals as the first resource. Only if these sources became exhausted were they supplemented with BEOG, EOG, state grants, college sources, private sources, loans, etc. This meant that Indian funds were subsidizing other funds which were spent on all other groups more consistently (or first) than for Indians. This practice was reversed so that Indian students were given equal access to BEO grants, EO grants, state funds, private funds, etc., and then Indian monies were used to supplement these. As citizens, Indians were guaranteed equal access to general financial aids; as Indians they were also eligible for Indian aid.

There has been a belief by many people that if Indians are treated as special and unique, then they cannot be treated equally. However, special and unique does not mean unequal. The 'same' does not mean equal either.

The original premise of the treaties was not land for welfare, but land use for goods and services. It was an agreement in which the Indians relinquished their control (or ownership) of parcels of land in exchange for goods and services which the land would have produced in abundance. It was an agreement like tenant and landlord - goes on in perpetuity. Before the immigration of the white man, there were no poor Indians - the land produced sufficiently for their needs. The treaty and exchange system has not worked very well - has become a welfare system.

Actually the first welfare program was called Thanksgiving (provided by Indians). On the job training was called how to plant corn. In response to questions, Mr. Mathews reiterated the need for Indian preference in Indian programs and the need for equal consideration in non-Indian programs. The Lau remedies are difficult to pin down. Lack of staff, lack of time and imprecise numbers have impeded progress. Now H.E.W. and B.I.A. are debating the definition of Indian. They each use a different definition, and Indian people are hesitant to adopt one universal definition.

In reply to the questions of recourse if schools do not apply for Title IV, Mr. Mathews suggested court action. If the schools insist Title IV is segregation, this is answered by Morton vs. Mancari. If the programs are not implemented because of insensitivity, this could be a denial of Civil Rights and/or discrimination.

The legal cases that have to do with the 2 sets or Indian rights are:

1) Worcester vs. Georgia (5 Per 515 (1832))
2) Williams vs. Lee (389 U.S. 217 (1958))
3) Mancari vs. Morton (417 U.S. 483,94s., ct 247 at p.248 5, 1974)
4) Parks vs. Ross 11 HEW 362 (1850) cited in Cohen "Handbook of Federal Indian Law" p.279

The discussion concluded with a statement that Lau remedies need further work and that there is a need for more centers, more services, and more funds for both. Mr. Mathews suggested that B.I.A. schools should be equal in quality to dependent schools overseas, and further, if neither the B.I.A. or H.E.W. is providing quality education for Indian youngsters, they are liable to court suit.

Some small groups met and offered suggestions to Mr. Mathews. After this, a planning committee for the final Consortium meeting was selected. The group adjourned and the planning committee met for the initial planning.

Tuesday, June 29, 1976

Tuesday's session began with some announcements and some handouts from California, Alaska and Clyde Mathews. Jeff Jeffers conducted a poll on preferred meeting dates. The group selected December 6-8 - probably in Arizona.

Bill Dae introduced Gwen Shunatona who spoke to three Title IV concerns. These were (1) the appointment of a Deputy Commissioner, (2) the FY 77 appropriations cut for FY 78, and (3) the Title IV workshops. The membership completed selection of dates and reporting system.

There were many questions and a good bit of discussion about Title IV. The need to gear up for funding past FY 78 is crucial. (The law lapses unless reinstated.) There is a great deal of confusion in the count and real lack of communication with S.E.A.'s. California was asked to re-verify its count and found that demeaning and embarrassing. The deficiency notices were late and never shared with S.E.A.'s, (until too late to help). Some deficiency notices were silly and/or ambiguious. There is no way for S.E.A. to monitor programs, some of which are doing improper things. Large districts are concentrating Title IV monies on 'key' areas and omitting any kids not in key areas. Evaluation is a problem also. However, the biggest problem is the lack of a role for S.E.A.'s.

Papers were distributed regarding Title IV from New York and Washington. California's was distributed later. Michigan was part of a previous distribution.

Mr. George Scott discussed the B.I.A. and J.O.M. programs in the afternoon. There seemed to be a great many more questions than there were answers available. However the discussion revolved around several areas, such as:

(1) J.O.M. funds are going to Community based operations and will eventually be entirely controlled by Indians or Indian organizations.
(2) The Congress is saying that Title IV and J.O.M. do the same thing - one should go.
(3) There is a 3-year phase-out of basic support.
(4) Basic support is only available if the state is already providing the maximum in state support.
(5) There is a need for parent committee training. (J.O.M. and Title IV)
(6) B.I.A. is being reorganized from within - no outside suggestions have been solicited or used.
(7) J.O.M. funding is based on a new formula devised to bring areas of greatest need (lowest state support) up to average.
(8) J.O.M. funds could be available for urban areas, but priorities are to tribes and reservation areas.

The afternoon session concluded with another planning meeting.

Wednesday, June 30, 1976

Wednesday's a.m. activities consisted of discussions of methods to continue the activities of the Consortium. Dr. David Phillips made some suggestions and Peggy Peterson, from Education Commission of the States, made some others.

Dr. Phillips stated that Title V (Section 503 and 505) which currently funds the Consortium, no longer exists. The programs are now part of Title IV - Part C, but lack some of the discretionery facets of the old Title V.

A suggested strategy would be to ask Commissioner Casmey (Minnesota) to write letters to the thirteen (or more) states, support the Consortium, and suggest that each state set aside $4,000 for the Consortium from their Title IV-Part C funds. This could be pooled or just set aside to pay meeting expenses. The idea should be to use FY 78 funds beginning in July, 1977.

(NOTE: This has not been done. If agreeable to Consortium will be done after a full discussion of ECS proposal in December.)

Other suggestions included a new proposal to O.E., O.I.E., or Private Sources. It might also be possible to suggest a Part E of a new Title IV to include a Consortium which could be similar to NACIE and/or in place of NACIE. (Particularly feasible if a new Title IV flowed through states.) These possibilities should be discussed with Lincoln White, Lee Antell or legislators. Another possbility is B.I.A. funding.

Peggy Peterson explained the workings of the Education Commission of the States and suggested a partnership arrangement. In this idea, ECS would work with the Consortium, develop a proposal and submit for funding. The Consortium would become a Task Force for Indian education. This seemed to have some good possibilities and will be pursued.

A final suggestion involved the designation and use of a process person to develop goals and objectives with the group and facilitate management. This suggestion is being held in reserve until and if the Consortium continues.

The meeting closed with a oral summary of the suggestions for the December meeting and an O.K. on the panel selections for the December meeting. Evaluations and expense reports were distributed and collected before adjournment.

CONSORTIUM TO UPGRADE INDIAN EDUCATION

Quality Inn - Woodlake

Sacramento, California

June 27, 28, 29, 30

BASED ON 26 RETURNS EVALUATION **FINAL TOTALS**

The following is based on the agenda format. If the agenda is revised, the items may not fit precisely.. However, whenever possible, place a check above the numbe that best signifies your feeling or reaction to a particular topic, area, or resource.

1. The Civil Rights presentation, panel discussion and general discussion were:

6.00 helpful / 9 / 9 / 5 / 2 / 0 / 0 / 0 / not helpful
7 6 5 4 3 2 1

5.76 clear / 9 / 6 / 7 / 4 / 0 / 0 / 0 / unclear
7 6 5 4 3 2 1

6.40 important / 17 / 5 / 4 / 1 / 0 / 0 / 0 / unimportant
7 6 5 4 3 2 1

5.60 clarified issues / 6 / 8 / 4 / 4 / 1 / 0 / 0 / 0 / issues are still unclear
7 6 5 4 3 2 1

COMMENTS:
Very informative.

The presenter offered simplistic solutions to problems which are much more complex than he allowed.

The manner/method used for coming to closure was effective, i.e. presentation, large discussion group, sorting issues, etc., small groups for recommendations only.

I feel that the Consortium needs more concrete information on the definitions laws for Indian Civil Rights.

Mr. Mathews cleared by mind on how Indian money is not discrimination against non-Indians. Also gave me a way to answer this question when I am asked it.

Not sufficient time to pursue primary concerns completely. OCR should have been more specific.

Good understanding now of several areas concerning Civil Rights concept: RE; Indian.

Probably the most open and helpful of the outside presentations.

OCR needs to be more specific in its implementation of regulations, etc.

Recommendations to OCR from Consortium were well planned and needed.

O.K. - Need more of this.

Let's hear what Alaska's results are.

Right down to earth - necessary.

A helpful presentation.

2. The Title IV presentation, panel and discussion were:

5.50	necessary	/8/6/6/0/3/0/1/ (7 6 5 4 3 2 1)	not necessary
3.19	helpful	/1/2/6/2/4/5/6/ (7 6 5 4 3 2 1)	not helpful
3.07	helped establish priorities	/0/0/8/5/2/3/8/ (7 6 5 4 3 2 1)	failed to help establish priorities
2.73	helped develop strategies	/0/2/4/4/1/5/10/	failed to help develop strategies

COMMENTS:
Federal Representative not knowledgeable.

The presenter changed thrust of the topic as per assignment and did not really cover topic.

The Title IV people are not clear in their committment to either work with or involve SEAs. This impacted the presentation.

This discussion did not come to close.

A more knowledgeable consultant could have been in attendance.

This has to be the lousiest of all Consortium presentations, if anything is worse than lousy, then that is it.

Representative was not well informed on Title IV guidelines.

They did not answer important questions.

Need more of this.

Gwen was too new. Where was Lee?

Very Important.

The Title IV presentation was not clear.

Answers were not clear or necessarily helpful.

I was not satisfied with Gwen as a resource person on Title IV. Unfortunate Lee Antell could not have come.

The quality of the presenter precluded any benefit from this discussion. Perhaps the Consortium should register its dissatisfaction.

Definitely brought up concerns on future Title IV.

Gwen was open and gracious - but she was not prepared to answer the important questions.

Gwen (through no fault of her own) was not in a position to provide vital input.

3. The papers, resolutions, proposals etc. presented by the membership relative to Title IV were:

4.71	very helpful	/2 /5 /7 /3 /1 /2 /1/ (7 6 5 4 3 2 1)	not helpful
5.14	necessary	/2 /7 /8 /2 /1 /0 /1/ (7 6 5 4 3 2 1)	unnecessary
4.38	clear	/7 /5 /6 /3 /2 /3 /1/ (7 6 5 4 3 2 1)	unclear
4.92	will be useful to our S.E.A. in supporting Title IV renewal	/0 /5 /4 /4 /1 /0 /0/ (7 6 5 4 3 2 1)	will not be useful to our S.E.A. in supporting Title IV renewal

COMMENTS:
Not used.

Consortium members as a whole did not do their homework.

I cannot evaluate these because I have not yet had time to study them.

Difficult to discuss usefulness when there was not enough discussion on the subject(s).

Why did Lee Antell send such an incompetent person. Everyone knew more about Title IV than her.

State Education Associations need a clear prospective of Title IV.

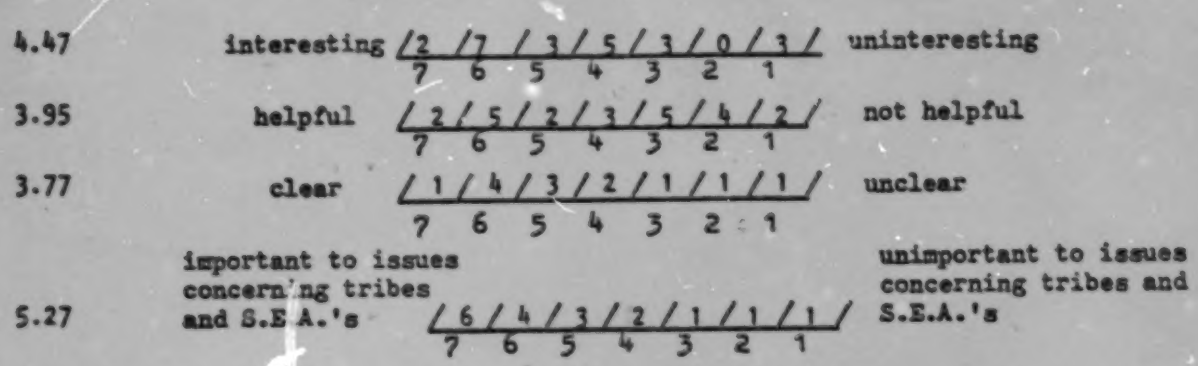
Haven't digested them.

(Participant circled this on form) 'Will be useful to our S.E.A. in supporting Title IV renewal'.

S.E.A.'s need support and credibility, not flak - we have limited time, energy and money.

Need more of this.

4. J.O.M. and 93-638 presentation, panel and discussion were:


4.47
interesting
2 7 3 5 3 0 3
7 6 5 4 3 2 1
uninteresting
3.95
helpful
2 5 2 3 5 4 2
7 6 5 4 3 2 1
not helpful
3.77
clear
1 4 3 2 1 1 1
7 6 5 4 3 2 1
unclear
5.27
important to issues concerning tribes and S.E.A.'s
6 4 3 2 1 1 1
7 6 5 4 3 2 1
unimportant to issues concerning tribes and S.E.A.'s

COMMENTS:
Needs to be understood that this is a right of Indian people.

The presenter was evasive and non-committal. Perhaps the Consortium should register its objection to this kind of non-cooperation with appropriate agencies.

Panel and resource presentation were satisfactory.

Where was John Wade?

Limited because they were authorized what to say and what not to say.

Middle of the road.

It seems that BIA through re-organization does not have clearly defined picture of its role.

The presenter was quite bureaucratic in terms of his willingness to share information.

Unfortunately, there was such insufficient information presented the guest, although it was an important issue.

The speaker seem to be very careful of what he said.

George Schoo was either under serious restraints or under some personal disinclination to be fully open.

Again, through no fault of his own, this gentleman was not in a position to provide vital information.

5. The Rap sessions were:

6.33 helpful 1 / 2 / 0 / 0 / 0 / 0 / 0 not helpful
7 6 5 4 3 2 1

A good addition unnecessary to the

5.66 to the agenda 1 / 0 / 2 / 0 / 0 / 0 / 0 agenda
7 6 5 4 3 2 1

COMMENTS:
(NOTE: Rap sessions were not held).

Looked forward to it. They should have been worked in during day - when speaker and all resource people present.

Not applicable as a program issue, however, rap sessions that occurred spontaneously were helpful and beneficial as usual.

More - More - More.

Not held - No evaluation possible.

Not held.

Didn't occur, no conclusion. Afternoon rap sessions would be better time.

N/A

Informal rap session better than formal.

Have the potential of being very helpful.

Try and reschedule on Agenda for future meetings.

6. The "Catalog of Philosophies, Goals, Objectives, and Recommendations " was:

5.60 Fairly complete 3 / 6 / 5 / 0 / 0 / 1 / 0 Quite incomplete
7 6 5 4 3 2 1

5.73 Usable with revisions 4 / 3 / 8 / 0 / 0 / 0 / 0 Unusable
7 6 5 4 3 2 1

A good start on a
5.93 final product 6 / 5 / 3 / 2 / 0 / 0 / 0 Need a completely different final product
7 6 5 4 3 2 1

6. COMMENTS:

Continuation of the Consortium will require clear development of the above. Strongly recommend that we use a workshop process with an objective facilitator.

More - More.

Recommend at least a 2-3 day workshop as a facilitating tool.

I havn't reviewed.

Need to do this at home. I will respond.

It can serve very well as a basis for developing strategies for concerted and individual state action.

Need to review more closely before commenting.

Mike has done a tremendous job putting this together.

Will become our basic document to develop an action plan if Consortium continues.

Will review later.

Did not review.

A valuable service to the Consortium.

7. The Narrative Report of the First Year Consortium activities was:

5.85	Complete	/ 7	/ 9	/ 1	/ 3	/ 1	/ 0	/ 0 /	Incomplete
		7	6	5	4	3	2	1	
5.95	Interesting	/ 7	/ 1	/ 3	/ 1	/ 1	/ 0	/ 0 /	Uninteresting
		7	6	5	4	3	2	1	
6.09	Well done	/ 10	/ 7	/ 3	/ 1	/ 1	/ 0	/ 0 /	Poorly done
		7	6	5	4	3	2	1	

COMMENTS:
Good for 'guest'/ review.

I cannot fairly evaluate because this is my first session.

Thank you Mike, for all the hard work.

Did not review.

Thank you!

Very helpful so far.

Needs more detail.

8. California arrangements: motel, meeting rooms, etc. were:

6.50 Very satisfactory / 17 / 5 / 4 / 0 / 0 / 0 / 0 / Unsatisfactory
7 6 5 4 3 2 1

COMMENTS:
Good choice.

Excellent.

We either need larger meeting rooms or a series of connecting meeting rooms.

Little far from restaurants outside hotel facility.

The site was lovely, my room was excellent, great show.

Exceptional!

Very satisfactory once the solar heat was turned down.

Comfortable, reasonably rated and provided pleasant surroundings.

9. Meeting format i.e. presentation, panel, discussion; was:

6.07 Very satisfactory / 10 / 10 / 4 / 2 / 0 / 0 / 0 / Unsatisfactory
7 6 5 4 3 2 1

5.84 Helped focus on main issues / 9 / 9 / 4 / 1 / 1 / 1 / 0 / Did not help resolve or focus on issues
7 6 5 4 3 2 1

COMMENTS:
Main issues came forth.

Our meetings' purposes are getting better.

I believe it helped everyone to express their feelings and priorities.

The civil rights presentation was effective whereas some of the others were not or did not come to closures. (Some not all.)

Still haven't hit the mark!

Should retain same basic format.

10. Meeting topics: i.e. Civil Rights, Title IV, J.O.M., and Consortium continuation and products; were:

6.08	significant	/10/8/4/2/0/0/0/ (7 6 5 4 3 2 1)	not significant
6.20	appropriate	/10/10/3/1/0/0/0/ (7 6 5 4 3 2 1)	inappropria[illegible]
6.25	good choices	/12/8/2/2/0/0/0/ (7 6 5 4 3 2 1)	not good choices

COMMENTS:
Significant, appropriate and good choices even though not too well explained.

All except Title IV. I was dissatisfied with my purpose. I thought we were to react to a presentation - which did not happen that way.

Even though not too well explained.

11. Overall, the Sacramento meeting was :

6.23	interesting	/13/7/5/1/0/0/0/ (7 6 5 4 3 2 1)	not interesting
6.07	helpful	/10/10/4/2/0/0/0/ (7 6 5 4 3 2 1)	not helpful
6.00	well organized	/10/7/7/0/1/0/0/ (7 6 5 4 3 2 1)	poorly organized

COMMENTS:
ECS and OCR were worth this. California is great.

It lagged at times - at times subject on paper was <u>not</u> subject discussed.

Good work Mike! and others of your staff who contribute to Consortium planning and implementation.

12. Please make any further suggestions regarding (1) a final meeting, (2) a final product and/or report, (3) topics that should be considered for inclusion in a final meeting, (4) resource people that would be helpful, (5) suggested priorities, strategies, etc. or (6) date of final meeting. (SEE NEXT PAGE)

12. COMMENTS:

Perhaps it would make sense at this point to spend one day at the final meeting in a concentrated effort to clarify philosophy, goals, objectives and corresponding activities for the future of the Consortium. As mentioned earlier, I would like to see a workshop-type process, utilizing a process facilitator with a well-structured format.

The last session should be a work session to finalize our philosophy, goals, objectives and recommendations.

Would like to have a workshop type Consortium like Josie White Eagle.

Prepare for OIE support. I think D.C. is necessary. ECS has got to be the answer.

I believe the group did a good job of setting goals for the final meeting.

Already planned.

Even though XXXXXXXXXX does not want more speakers, I thought that Bill Dae was great! and so was Wilson Riles.

Next phase let's begin to capitalize on our members expertise and drop off the resource speakers.

Had my input at agenda planning session.

Workshop idea is good. Focus on goals and objectives small group sessions. Fewer speakers.

Agenda should include development of strategies for further development of concrete products to assist Indian Education.

I personally was enlightened and highly impressed by the Consortium. I was honored to be included in the actual work and social events. My sincere appreciation is extended to Mr. Gemmill and the entire Consortium. (Robert N. VanAlstine, Michigan).

C.

PHOENIX ARIZONA MEETING

December 5-8, 1976

PHOENIX CONSORTIUM MEETING

AGENDA

Ramada Inn - East (Airport)
Phoenix, Arizona

Sunday, December 5, 1976		
8:00 p.m.	Reception & Cash Bar	
Monday, December 6, 1976		
9:00 - 9:20	Announcements & Introductions	Mike Mueller, MN SDE Terry Leonard, Ariz.SDE
9:20 - 9:40	Presentations Arizona S.D.E.	Terry Leonard
9:40 - 9:50	Coffee	
9:50 - 10:30	Presentation Legislation	Joe Welch, N.C. SDE
10:30 -11:15	Panel Reaction Panel: Darrell Arnold, N.C. SDE Elayne Blueston, N.M. SDE Les Gemmill, MICH. SDE Bob Parsley, MONT. SDE Overton James, OKLA. SDE	
11:15 - 12:00	Questions & Answers Audience Participation	
12:00 - 1:00	LUNCH	
1:30 - 1:50	EDPA Grant for Voc. Ed.	Dr. Kinzer, OKLA.
1:50 - 2:30	NACIE & Future of Title IV	Stuart Tonemah Acting Exec. Dir.NACIE
2:30 - 3:00	Panel Reaction Panel : Sylvia Carlsson, Alaska SDE Josie White Eagle, N.D. SDE Sam Homan, OKLA. SDE Anna Lewis, N.Y. SDE Terry Leonard, Ariz. SDE	
3:00 - 3:20	Questions: Consortium Audience	
3:20 - 4:00	Small Groups (4) Title IV Concerns & Strategies	
4:00 - 5:00	Report of Small Groups (10 minute Presentation, 20 minute questions, resolution time)	

Tuesday, December 7, 1976

9:00 - 9:15	Announcements	Terry Leonard Mike Mueller
9:15 - 9:45	Presentation Education Commission of the States Proposed Proposal for Continuation Activities	Edith Petrock Homer Elseroad ECS Staff
9:45 - 10:00	State Cooperative-Projects	Mike Mueller
10:00 - 10:40	Panel Reaction Panel: Roger Philbrick, Wisc. Fred Holmes, Col. Bill Dae, Calif. Harold Webb, N.C. Emmett Oliver, Wash.	
10:40 - 11:30	Questions and Discussion	Ch. Terry Leonard
11:30 - 12:00	Follow-up Strategies for Continuation	Consortium Members
12:00 - 1:00	LUNCH	
1:00 - 2:00	Ind. Reports on Title IV Workshops General Evaluation	Consortium States
2:00 - 3:00	Problems with Title IV Census	Sylvia Carlsson
3:00 - 4:00	Strategies to deal with Census Problems	Consortium Members

Wednesday, December 8, 1976

9:00 - 9:15	Announcements	Mike Mueller Terry Leonard
9:15 - 10:00	Presentation	Carolyn Warner Supt. of Public Inst. Ariz.
10:00 - 10:10	Presentation	Terry Leonard
10:10 - 10:40	Bilingual-Bicultural Issues and Considerations for Native Americans	Milo Kalecteca
10:40 - 11:20	Panel Reaction Panel: Bill Yellowtail, Mont. Ramona Jones, MN Ramona Suetopka-Duerre, Alaska Andy Andreoli, Calif. Ché Benally, N.M.	
11:20 - 12:00	Question and Discussion	Consortium Members
12:00 - 1:00	LUNCH	
1:00 - 2:30	Small Groups to finalize Recommendations, Strategies, Suggestions (These may be expanded, revised or condensed based on Consortium wishes.)	
	I. Legislation	Joe Webb & Legislation Panel
	II. NACIE & Title IV	Stuart A. Tonemah NACIE Panel
	III. ECS Proposal or State Cooperative venture	ECS Staff & Proposal Panel
	IV. Bilingual-Bicultural	Milo Kalectica B/B Panel
	V. Title IV Workshop, Census or Concerns	Syliva Carlsson
2:30 - 3:50	Presentations by each of small groups (20 minutes each)	
3:50 - 4:30	Summaries and Conclusions	
4:30 - 5:00	Final Evaluation & Expense Reports	Mike Mueller
5:00	Adjourn	

SUMMARY AND NOTES
PHOENIX CONSORTIUM MEETING
December 5, 6, 7, 8, 1976

MONDAY, December 6

The first item of business was a revision of the tentative agenda. The following agenda items and times were agreed upon:

Topic	Time	Presenter (or panel)	Moderator
Consortium continuation	Mon. a.m.	E.C.S. Homer Elseroad	Elayne Bluestone
Title IV legislation Title IV problems	Mon. p.m.	Panel: Darrell Arnold Mike Mueller Roger Philbrick Andy Andreoli	Sylvia Carlsson
Legislation	Tues.a.m.	Joe Webb	Darrell Arnold
American Indian Policy Review Committee--Ed. Task Force	Tues.p.m.	Jim Bluestone Panel: Sylvia Carlsson Josie White Eagle Gay Lawrence Anna Lewis	Emmett Oliver
Bilingual/bicultural	Wed. a.m.	Milo Kalectaca Panel: Ramona Jones Andy Andreoli Chee Benally	Carlos Gonzales

Terry Leonard introduced the Arizona visitors and welcomed the group. The presenters, moderator, and Education Commission of the States (E.C.S.) staff and panel convened to discuss the E.C.S. relationship to Consortium and the Consortium continuation concern.

Dr. Homer Elseroad, Director of Elementary and Secondary Education (E.C.S.), presented background information on the Education Commission of the States and the E.C.S. proposal. The E.C.S. was formed about 10 years ago when a group of governors under the leadership of Dr. Conant and Governor Sanford (N.C.) met to develop a compact of states. Twenty-two states joined at that time, and the E.C.S. has since grown to include 45 states and territories (doesn't include Arizona and Montana). Each state's membership in the E.C.S. includes seven commissioners: the governor, two legislators, and four other members appointed by the governor.

The headquarters of the E.C.S. are located in Denver, where 180 staff members are employed. The total budget for E.C.S. is about $80 million, 10% from state sources and 90% from grants from the federal government or from foundations. The fee from each state ranges from $18,000 to $30,000. Most activities of the E.C.S. involve various types of projects in such areas as migrant education, Indian education (desegregation and bilingual/bicultural programs, for example), and programs for Vietnamese children.

Edith Petrock, who has been serving at E.C.S. since August, 1976, to develop ideas, submit proposals and find funding, presented the E.C.S. proposal for the continuation of the Consortium. This proposal included the idea of a Task Force and an advisory group(the Consortium) to develop policies on Indian education, to develop model legislation and/or to implement legislation. Although the proposal has been developed, no funding has been found. There was some concern expressed about seeking funding from the B.I.A., O.I.E. or the Office for Native American Programs. These funds are set aside for Indian youngsters. The group felt that O.E. or National Institute of Education (N.I.E.) sources would be preferable.

In the discussion of E.C.S.'s role in Indian education, Dr. Elseroad pointed out that E.C.S. is an instrument of the states, committed to helping states deliver educational services, and that all E.C.S. projects must further the development of state educational concerns. He believes the best way of funding educational projects is to pool state monies through E.C.S. Elayne Bluestone stated that funding sources such as B.I.A. and O.I.E. are questionable; states should try to obtain funds through the Commissioner of O.E. and/or Virginia Trotter, Deputy Commissioner of H.E.W. Dr. Elseroad added that the N.I.E. does seem to be becoming more responsive to education needs.

Andy Andreoli pointed out that most Indian programs are bypassing the states, and Dr. Elseroad listed a number of elements that could help lead to state-oriented programs: (1) public support and understanding, (2) task forces (should include the governor and legislators from the state),(3) involvement of persons of national prominence in order to make a national impact, and (4) advisory committees composed of experts from the state. It is important for the state to define an achievable objective.

The E.C.S.'s role is to strengthen the states' ability to deliver educational services. In order to accomplish this, several levels of activity are possible:

1. $4,000 from each state
   a. could be kept in state
   b. could be given to E.C.S. to coordinate efforts
2. If more money is available from the states, then E.C.S. could help--get staff, etc...E.C.S. would be a good vehicle if the goals of E.C.S. and the goals of Consortium could be made compatible.

3. Long-range plans should include an interim executive committee composed of members from five states.
4. If the E.C.S. is to be responsive to Consortium needs, then it needs to meet with the Executive Committee to develop a proposal that meets the needs of both.
5. Each state should get support documentation (from the Council of Chief State School Officers, legislators, state board) for continuation of the Consortium which would be submitted with the proposal.
6. Need an interim committee to develop a structure (an executive committee, staff, particular committees, or working groups) plus by-laws or a constitution.

The large group discussion concluded for work in small groups. The following are some ideas that came out in the small groups which met to discuss continuation of the Consortium:

Group I: Fred Holmes - Sylvia Carlsson

Criteria to be considered:

1. Is it legal?
2. Will it help kids?
3. Is it feasible?

There is need for an interim group or committee to work on the planning for continuation of the Consortium. A chairman should be elected, and any unencumbered funds should be used for interim work. The interim committee should plan to have a meeting of the Consortium within the next four months to formulate short and long-range goals.

Group II: Darrell Arnold

Consortium should be continued.
The E.C.S. should see that governors are made aware of the needs of Indian education, whether or not the individual states are involved in funding (for Consortium).

Group II: Darrell Arnold (cont'd.)

States could provide travel money for members to attend a meeting of the Consortium.
An interim arrangement is needed.

Group III: Roger Philbrick

There should be an effort to formulate short and long-range goals.
States should provide funds for S.E.A. participants to attend at least two meetings a year.
Long-range goal: work with E.C.S. as an advisory committee and develop some commitments from E.C.S. or its membership.
The Consortium should be attached to an entity.

A motion was made to elect an interim executive committee of five members for planning a follow-up meeting (which would deal with ideas shared in Phoenix). Seconded and passed. The list of activities for the interim committee included:

(1) development of goals and objectives
(2) functions and tasks (or activities)
(3) a structure or organization including by-laws, membership, officers, meetings, etc.
(4) plans for a meeting and an agenda
(5) relationship with a group or groups
(6) communication with E.C.S. and others
(7) alternatives in all areas

The meeting date of the interim committee will be decided by the committee. The list of activities was adopted, and five persons were nominated and elected to serve on the interim committee. Those elected were Dr. Fred Holmes, Sylvia Carlsson, Andy Andreoli, Emmett Oliver and Mike Mueller. (Because Andy

Andreoli could not attend the planning meeting, Elayne Bluestone and Darrell Arnold were asked to serve and did so.) Mike was directed to determine a date and convene the group.

SUMMARY AND NOTES

PHOENIX CONSORTIUM MEETING

December 5, 6, 7, 8, 1976

TUESDAY, December 7

The first item of business was discussion of the agenda changes and time constraints:

9:00-9:10	Announcements	Terry and Mike
9:10-9:30	EDPA Grant announcement	Dr. Kinzer
9:30-10:10	Legislation	Joe Webb
10:10-10:30	Panel: Elayne Bluestone Lester Gemmill Overton James	Moderator: Darrell Arnold
10:30-11:00	NACIE, Title IV future and concerns	Mike Mueller Susan Murphy Moderator: Andy Andreoli
11:00-12:00	Strategies, suggestions, recommendations	Consortium Recorder: Robert Bailey
12:00-1:20	Lunch	
1:20-2:00	AIPRC	Jim Bluestone
2:00-2:40	Panel: Josie White Eagle Anna Lewis Robert Bailey Gay Lawrence	Moderator: Emmett Oliver
2:40-3:30	Discussion	

Darrell Arnold introduced Joe Webb, North Carolina, who gave a presentation on federal legislative impact. He pointed out that the primary responsibility for education of children rests with the states and that the federal government intervened only rarely prior to the 1950's. The first such intervention

was the setting aside of Northwest Territory land and the founding of land grant colleges. In the past three decades, there have been a number of federal education acts passed, the majority of them the result of crisis situations. The N.D.E.A., passed in 1950, resulted from the Soviet launching of the first Sputnik and emphasized the importance of science, math and foreign language. The E.S.E.A, passed in 1965, came about as a result of upheavals in society and was related to the civil rights movement.

Under the E.S.E.A., Title I, a great deal more money became available for Indian education. Title IV of the E.S.E.A. provided funds for library materials, equipment, and innovative teaching methods and materials. It also allocated more monies for education of the handicapped, vocational education, reading programs and ethnic heritage programs. Title IV has been useful for Indian education becuase it is very Indian-oriented. Block grant or consolidation of federal programs is often discussed, but has not yet found favor with Congress.

Having given an historical background of federal education legislation, Joe provided some insight into what to expect from the Carter administration: (1) a commitment to minority groups, (2) a real boost for Indian education, (3) more cooperation between the White House and Congress, (4) a possibly more conservative Congress. Chances are best right now for programs in Indian education. However, the economy may shape the amount of money allocated for education.

Joe also listed some things to look for in the 95th Congress:

1. Consolidation or block grants
2. Concern for special groups (handicapped, ethnic minorities, poor, etc.)
3. Shaping of education policy by the courts

4. Restrictive legislation, rules and regulations that are very prescriptive.
5. Congress serving as a "super board of education."
6. Increased involvement of lay public and advisory groups in federal programs.

What can Indian education leaders do to have some input into federal legislation? The best places to influence the legislative process are at the hearings level and in the conference committee. The Consortium could adopt a policy statement to submit through the Council of Chief State School Officers (CCSSO) or other groups. (Another conduit is E.C.S., which represents CCSSO, governors, legislators, school boards, etc.) SEA's need to (1) get organized - "get their act together," (2) establish credibility, (3) solicit support of SEA involvement from superintendents' associations, school boards, lay people, etc. More specifically, two suggestions for Consortium-supported legislation were presented for consideration:

(1) Move the Title IV appropriations package from the Interior Committee to H.E.W.

(2) Consider a position on reauthorization of Title IV:
   a. change it from an Interior package to a H.E.W. package;
   b. channel through the SEA's.

In the ensuing discussion some concerns were voiced about current federal programs. These concerns were: (1) that Title IV bypassed SEA's (2) that B.I.A. reorganization is too centralized in Washington, (3) that complex rules are creating too many problems, (4) that there is too much concern about categorical funding and too little about regular state aids, and (5) that federal funds may not be reaching the intended recipients.

The morning concluded with an announcement by an interstate Vocational Education group relative to a meeting in Arlington, Texas. This meeting

is concerned with Indian programs in vocational education, with the new federal set asides for Indian groups, and with participation at the state level in the vocational education plans.

The first part of the afternoon session on Tuesday was a presentation by Dr. Susan Hayes, who compiled the findings of the American Indian Policy Review Commission's Education Committee. Dr. Hayes found that there is a constant hassle among people in Indian education for funds to run programs. The rules and regulations are complex, and there is some resentment of the funding system (the feeling that "If he has money and can hire a good proposal writer, he'll get funded--if I have to do it alone, I may not get funded ").

Dr. Hayes pointed out several areas of deficiency indicated in the findings: (1) there is a need for parent training programs and inservice for teachers, administrators and others; (2) more counseling and guidance are needed in schools, but particularly at the post-secondary level; (3) more scholarship aid should be made available for professional pursuits; (4) curriculum development is needed; (5) the concept of learning centers for remote areas should be developed (these learning centers could possibly be maintained and/or staffed by colleges as satellite centers); (6) there is a great need for more Indian teachers in the classroom (Indians with a B.A. degree are in demand for other jobs, and relatively few become classroom teachers).

In the early treaties, land was ceded in exchange for education which often included tuition-free college education. These treaties are not being observed. Dr. Hayes concluded with an admonition that programs for Indians should not be labelled compensatory: Indian students need relevant programs, not compensatory programs.

The American Indian Policy Review Commission's Task Force on Education made four inclusive recommendations. These were:

(1) a comprehensive legislative bill for Indian students (proposed bill was included);
(2) development of policy guidelines to be designed by Congress;
(3) a network or delivery system to get services where they are needed;
(4) the founding of a National Indian Education Commission (partially replacing B.I.A. services).

The major thrust of the recommendations is the consolidation of all Indian education programs into a new commission which would combine the programs of B.I.A. and H.E.W. Essentially both B.I.A. and O.I.E. would be abolished and/or consolidated into the new commission.

The group adjourned until Wednesday, December 8, 1976.

SUMMARY AND NOTES

PHOENIX CONSORTIUM MEETING

December 5, 6, 7, 8, 1976

WEDNESDAY, December 8

Mike Mueller welcomed the group to the morning session. Terry Leonard of Arizona introduced Carolyn Warner, Superintendent of Public Instruction for Arizona. Ms. Warner commended Mike Mueller, Terry Leonard and the entire Consortium for their efforts, quoting Thomas Jefferson's idea that "there are extraordinary capabilities in ordinary people given the opportunity." Ms. Warner gave a presentation on Indian education in Arizona. There are 18 tribal reservations in Arizona, each of which has a representative in the Arizona Indian Education Assocation. The A.I.E.A. serves as an advisory group to the Department of Public Instruction and the Bureau of Indian Affairs. Goals of the A.I.E.A. include: (1) to provide the best education possible for the Indian youngsters of Arizona, (2) to ensure equal educational opportunity, and (3) to maintain cultural integrity and tribal heritage. Arizona has worked to decide who is responsible (federal, state, local, parents, tribes, etc.) for the education of Indian youth, and has decided that all are responsible in some way. The state of Arizona has served increasing numbers of Indian children in J.O.M. and in Title IV. NACIE members include two Arizona people, Mrs. McGee and Mr. Bonito. According to Ms. Warner, in order to provide for educational needs of Indians and to ensure opportunities for all, education leaders must (1) involve and cooperate with all agencies in meeting needs, (2) initiate, encourage and maintain friendship and unity, and (3) provide for education needs through all departments and groups. These objectives can be met if there is a joint effort and a determination to implement equal educational opportunity.

Following Ms. Warner's talk, a presentation of $50 was made to six-year-old Galen Howard on behalf of the Arizona SDE and the Arizona Indian Education Association, with recognition from Carolyn Warner and a telegram from President Ford. Galen had steered a school bus after the driver fainted and averted a potential disaster for 50 children. He piloted the bus away from a deep drainage ditch and into a lettuce field where it stopped safely.

The bilingual/bicultural segment of the program was handled by Milo Kalectaca, originally from Arizona, who now works out of the California bilingual office. Mr. Kalectaca began with background information and the philosophy behind bilingual/bicultural education. Historically, the U.S. educational system has not recognized cultural diversity. Multi-cultural education has been aimed at helping minorities become more "American"--more like the dominant society, a society which has largely ignored other cultures and other languages. Thirty-eight years ago, John Collier suggested bilingual/bicultural education for Indian children, but nothing was done. Bilingual/bicultural efforts were begun again in the 1960's, but there is still much to be done in this area. In a true bilingual/bicultural educational situation, the culture and history of the students must be recognized. The language and culture of an Indian person are precious to him/her and deserve to be preserved. One must understand him/herself before he/she can reasonably be expected to understand others. Moreover, a child needs a healthy self-concept in order to learn. Understandably, many problems with minority children stem from the lack of identity, lack of pride, lack of history, culture and heritage. The goal of a bilingual/bicultural program should be to fill these gaps by the inclusion of native history, language and culture in the education of these children.

Mr. Kalectaca then gave some specific information on the components of Title VII of the E.S.E.A., which deals with bilingual/bicultural education:

1. Provision is made for instruction in the native language until English is mastered. At this point, however, the native language is not abandoned; instead, it remains one of the vehicles of instruction.
2. Provision is made for training at all levels of instruction (administrators, teachers, aides, paraprofessionals). Maximum funding is $100,000 per project. These training projects may be proposed by L.E.A.'s or colleges.
3. Support services include training and resource centers (17), materials development centers (17), and dissemination centers (3).
4. The state educational agencies receive funds from Washington, D.C., to provide technical assistance to Title VII projects in their states. Funding is based on the number of projects and amounts to 5% of the total expended for the projects.
5. A research component: L.E.A.'s and universities are eligible to receive funding for research and development.

The participants decided to held the next meeting of the Consortium on March 30 and 31 and April 1 in Denver, Colorado. If the Consortium is allowed to carry over (past Feb. 28) any unused funds, these will be available for a portion of the meeting expenses.

After completion of the evaluation forms, the group adjourned. The interim planning committee and/or Mike will keep the group apprised of developments, meeting plans, etc.

D.

DENVER, COLORADO MEETING

March 28-30, 1977

CONSORTIUM OF STATES FOR INDIAN EDUCATION

AGENDA

DENVER, COLORADO

TUESDAY, MARCH 29

7:30 p.m.	Interim Planning Committee meets to (1) finalize agenda (2) discuss presentations (3) act as nominating committee	(Place to be announced)

WEDNESDAY, MARCH 30

8:30-9:00 a.m.	Registration, coffee Distribution of materials	(Hotel and meeting rooms to be announced)
9:00-9:45 a.m.	Presentation: Option I	Elayne Bluestone, Presenter Darrell Arnold, Moderator
9:45-10:15	Small Group Discussion	Four groups chaired by: Fred Holmes Sylvia Carlsson Emmett Oliver Mike Mueller
10:15-10:45	Small Group Reports Large Group Discussion	Darrell Arnold, Moderator
10:45-11:15	Presentation: Option II	Sylvia Carlsson, Presenter Darrell Arnold, Moderator
11:15-12:15	Large Group Discussion	Sylvia Carlsson, Darrell Arnold Moderators
12:15-1:30	Lunch	

CONSORTIUM OF STATES FOR INDIAN EDUCATION

AGENDA

Denver, Colorado

WEDNESDAY, MARCH 30
(continued)

1:30-2:00	Presentation: Option III	Fred Holmes, Presenter Darrell Arnold, Moderator
2:00-2:30	Small Group Discussion	Four groups chaired by: Emmett Oliver Mike Mueller Elayne Bluestone Sylvia Carlsson
2:30-3:00	Small Group Reports Large Group Discussion	Darrell Arnold, Moderator
3:00-3:30	Presentation: Option IV	Mike Mueller, Presenter Darrell Arnold, Moderator
3:30-4:30	Large Group Discussion	Darrell Arnold, Mike Mueller Moderators
4:30-5:00	Agenda explanations and/or revisions for Thursday-Friday	Darrell Arnold

THURSDAY, MARCH 31

8:30-9:00	Coffee, registration	
9:00-9:45	Short Review of Options Option I: Elayne Bluestone Option II: Sylvia Carlsson Option III: Fred Holmes Option IV: Mike Mueller	Emmett Oliver, Moderator
9:45-11:00	Small Group Discussion of Options (Resource persons remain in assigned areas; membership may move from group to group.) Option I: Elayne Bluestone Option II: Sylvia Carlsson Option III: Fred Holmes Option IV: Mike Mueller	Recorders to be chosen as needed for each group.

CONSORTIUM OF STATES FOR INDIAN EDUCATION

AGENDA

Denver, Colorado

THURSDAY, MARCH 31
(continued)

11:00-12:00	Discussion and decision on Options	Emmett Oliver, Moderator
12:00-1:30	Lunch	
1:30-2:00	Final Decision on Options by state vote: either first choice and alternatives or ranking and ordering by time (i.e. - Option IV immediately, Option II by April 1, etc.)	Emmett Oliver, Moderator
	Assignment of tasks for Options	Darrell Arnold, Recorder
2:00-3:00	Constitutional Review, Revisions, and Decisions: Resource persons-- Elayne Bluestone, Sylvia Carlsson, Fred Holmes and Mike Mueller	
	Vote by states	Darrell Arnold, Recorder
3:00-4:00	Procedures and time lines for Options	Emmett Oliver, Moderator
4:30-5:00	Presentation by Nominating Committee (if applicable)	

FRIDAY, APRIL 1

8:30-9:00	Registration by states, coffee	
9:00-9:45	Update and review:	
	Options and/or choices	Emmett Oliver
	Constitution, by-laws and officers	Darrell Arnold
	Letters of support, review, evaluation and final report	Mike Mueller

CONSORTIUM OF STATES FOR INDIAN EDUCATION

AGENDA

Denver, Colorado

FRIDAY, APRIL 1
(continued)

9:45-10:15	Elections (decisions) Officers and/or Interim Committee Options and/or time lines Communications - news	Emmett Oliver, Moderator Darrell Arnold, Recorder
10:15-11:30	Future Plans Meetings Financing State participation Task assignment	Elected Officers preside
11:30-12:00	Evaluation	Mike Mueller
12:00	Adjournment	

CONSORTIUM OF STATES

March 29, 30, 31, 1977

Denver, Colorado

The Interim Planning Committee, composed of Sylvia Carlsson, Darrell Arnold, Emmett Oliver and Mike Mueller, met for a final planning session the evening of March 29. Elayne Bluestone and Fred Holmes, who had assisted at the planning sessions in January, were unable to attend. The Interim Planning Committee decided to proceed with the options and the agenda, more or less as finalized in January. Since Elayne Bluestone would be unable to be present to explain or discuss Option I, Darrell Arnold volunteered to handle that part of the program. The rest of the presentations and program were acceptable as planned.

WEDNESDAY, March 30, 1977

The agenda was revised slightly since Tina Bingham (Colorado) had succeeded in scheduling the Lieutenant Governor of Colorado for a welcoming address. Lieutenant Governor George Brown, who also serves as the Chairperson of the Colorado Commission on Indian Affairs, spoke to the Consortium at the opening session. Lt. Governor Brown welcomed the group on behalf of Colorado and explained the history and make-up of the Colorado Commission on Indian Affairs. At this time the Commission consists of membership from the American Indian community as well as from the State Department of Welfare and Natural Resources. The Department of Education does not have a member, but Ms. Bingham attends meetings on behalf of the SDE. The Executive Director (who must be a member of a recognized tribe) is Marilyn Youngbird Martin. Lt. Governor Brown had to leave for other appointments, but wished

the group well and emphasized that all people must increase their sensitivity for all groups.

Option I was discussed by Darrell Arnold, with emphasis on the need for funding. There was some discussion. One suggestion that grew out of the discussion was the need to contact the Committee on Data Collection of the CCSSO or the FICE committee. Also mentioned were some possible contacts with N.I.E. that could lead to projects in 1-3 states with the possibility of incorporating more states at a later date.

Sylvia Carlsson introduced Option II with some history of the Council of Chief State School Officers (CCSSO) and the activities of that organization. The CCSSO does have a goal of assisting states to promote Indian education and the Consortium could lend its support toward the implementation of that goal.

Option II was discussed at some length. The inclination to pursue this option was emphasized by several states to ensure that Indian education does not get fully and finally perceived as a "federal" responsibility. The advent of 92-318 (Title IV) and 93-638 (Self-determination) may have further eroded the role of the states. We need to re-emphasize that states are responsible for the education of <u>all</u> citizens.

Option IV was discussed in the morning as an alternative to I, II, or III, or as an interim option until either I, II, or III is implemented. The advantages and disadvantages of Option IV were explored and some discussion followed.

After lunch, Dr. Fred Holmes introduced Dr. Homer Elseroad, Director of Elementary and Secondary Education from the Education Commission of the

States, and Dave Williams from the Colorado Department of Education. Dr. Elseroad explained the commitment of E.C.S. to the improvement of Indian education and the adoption of a resolution in 1975. Currently, E.C.S. has a staff person working half-time on these concerns. No funding has yet been found, but some interaction, communication and reporting have been done. The staff was working to complete a report on the Federal Interagency Committee on Education (F.I.C.E.) convocation on Indian education in Washington, D.C., on March 3, 4, and 5.

There were a large number of questions on the E.C.S. proposal. These questions dealt with the membership of the proposed Task Force, sources of funding, and amount of involvement of present Consortium membership.

Mr. Brubacher (Colorado SDE) joined the group and was introduced. He extended greetings to the group and discussed the problems in Colorado. He complimented the group and credited the Consortium with sensitizing the SEA in Colorado. As a result of the Consortium's work, an incentive was provided that established the Colorado Commission on Indian Affairs (1976) and the creation of a staff position for Indian education in the Colorado SEA (also 1976). He further emphasized that the Consortium should continue and that its impact could grow in many positive ways.

Sylvia Carlsson suggested that the group adopt Option II (advisory to CCSSO). Darrell opened the discussion to all questions.

Lincoln White (New York) suggested that we adopt Option IV, but open membership to all states that wish to participate. The Consortium has proven the point through a demonstration project that there is a need for the involvement of states in an organization to develop, explore and upgrade the role of the SEA's in Indian education.

Lester Gemmill (Michigan) mentioned the roles of governors, legislators and SEA's in the development of legislation, programs or appropriations. He wished to emphasize that we also try to communicate with governors or legislators as well as Chief State School Officers.

Mr. Obenauer (South Dakota) suggested that funding would be a problem in Option I, that Option II or III would be commendable and that Option IV is an interim option.

Lucille Echohawk (Utah) wanted to emphasize that the Consortium should work and/or communicate with all Indian organizations and the grass roots groups of people.

Andy Andreoli (California) suggested Option II. He was skeptical of Option III, since E.C.S. was quite insensitive in appointing a non-Indian person to advocate for Indian programs. He suggested that working with the CCSSO would be more logical, more defensible and more productive.

Chee Benally (New Mexico) favored Option II and also suggested that the E.C.S. option was overly bureaucratic and/or political in nature and anti-thical to the real concerns of Indian people.

John Moseley (Oklahoma) suggested that we not entirely eliminate Option III (E.C.S.).

Overton James (Oklahoma) emphasized that we (the Consortium) represent the SEA's and strongly suggested that we opt for Option II and incorporate parts of Option IV. He also commented, relative to 93-638, that the ability of the Indian groups to contract for some things (buildings, roads, clinics, etc.) is fine, but contracting for education should be largely unnecessary.

He advocated using the free public schools for Indian children--they are there, the kids are eligible for services and education should not be contracted out. This leaves the state with no responsibility. He, too, was opposed to joining with E.C.S. since he believed that organization to be overly political.

Emmett Oliver (Washington) reviewed the history of the SEA role in Indian education in Washington. He suggested that it is often frustrating and somewhat ineffectual to try to work within the SEA. The role of advocate is often stymied by the upper echelon--whether by insensitivity, politics, expediency or lack of knowledge. He suggested Option II.

Steve Hole (Alaska) suggested Option II for an affiliation, but governance by Option IV.

Loretta Metoxen (Wisconsin) emphasized that there be an increase in communication and an open door policy for Indian groups at local, state and national levels. Recognizing that it is the responsibility of states to provide education to all citizens, we still must incorporate the total picture--categoricals, federal funds, J.O.M., Title IV, etc. She expressed a preference for Option II, with the use of Option IV in the interim period.

Josie White Eagle (South Dakota) preferred Option II.

Lester Gemmill (Michigan) emphasized that Indian concerns have come to the fore and suggested that we continue to sensitize the SEA.

Terry Leonard (Arizona) suggested that we look at all the options as to goals and objectives and use Option IV with a combination of several of the options' goals and objectives.

'Tina Bingham (Colorado) emphasized that the Consortium was a unique and distinct body. She would hesitate to lose this identity. This could happen in Option III.

Emmett Oliver (Washington) suggested that we keep all lines of communication open--including E.C.S.-- and that we also incorporate other organizations such as the National Indian Education Association, the Coalition of Indian Controlled School Boards (CICSB), the B.I.A., etc.

Fred Holmes (Colorado) suggested using Option II and moving to implement Option II, but continuing to explore Option III, thereby keeping communication open with E.C.S. He would recommend adopting Option II with the provision of further cooperation relative to Option III.

Sylvia moved that the Consortium adopt Option IV as a starting point, pursue implementing Option II and continue to investigate Options I and III.

Fred Holmes seconded the motion.

The motion passed unanimously.

The meeting adjourned after a short discussion on the need for a resolution to CCSSO and some letters to individual chiefs. Mike volunteered to draft these items for March 31 discussion.

THURSDAY, March 31, 1977

The morning was used in a rather complete discussion of the rationale statement for Option II, the goals and objectives for Option II and a method of proceeding. Several changes were suggested and discussed. Each change adopted was incorporated into the Final Option (a revision of Option II).

After adoption of the revised rationale statement, a revised title for the organization, an additional goal statement, etc., an election was held to choose the interim officers of the newly formed organization. The following officers were elected by the group:

President:	Sylvia Carlsson, Alaska
Vice-president:	Lester Gemmill, Michigan
Secretary:	Mike Mueller, Minnesota
Board of Directors:	Josie White Eagle, South Dakota
	Overton James, Oklahoma

After lunch the draft resolution to the CCSSO was distributed. After a lengthy discussion and a series of revisions, the final version was adopted.

The new president extended thanks to the Minnesota representatives for their leadership role in the Consortium. She further asked Lincoln White if he could serve on a consulting basis to the executive committee. He agreed to assist.

Some strategies and steps were listed to help in the implementation of the adopted option and culminate the activities of the group. These steps and activities include:

(1) Contacting Byron Hansford, executive director of the CCSSO, for placement on agendas and/or assistance;

(2) Contacting each Chief State School Officer by the Consortium member to communicate the outcome of the Denver meeting and the need for support with the CCSSO;
(3) Sharing with each Chief State School Officer a copy of the resolution, the rationale, the goals, the objectives, the constitution and by-laws and any other pertinent information;
(4) Working with Mr. Hansford in the dissemination of materials;
(5) Working with the executive director and Board of Directors of CCSSO to determine how many and which persons need to attend a CCSSO meeting for purposes of presenting and explaining the proposal. This should occur at the May CCSSO meeting in Washington, D.C., unless other problems cause a delay;
(6) A meeting of the executive committee to determine technical tasks and proceed with the business at hand;
(7) Sending a letter to E.C.S. to inform them of the decisions of the group and of our interest in keeping in communication with E.C.S.

The group decided that all necessary business had been concluded. The executive committee decided to meet in the evening for finalizing plans. The meeting adjourned and cancelled plans for any further meeting on April 1.

E.

CONTINUATION OPTIONS

A JANUS STATEMENT

As we enter the Nation's third century, one is reminded of the prediction made by Chief Crazy Horse ten generations ago. He predicted that it would take ten generations for Indian people to regain their pride, to re-establish a sense of purpose, and to find their direction. Whether we agree with the prediction or not, the simple fact is that Indian children today are ten generations removed from the struggles of Chief Crazy Horse and the public schools have a responsibility to provide an equal educational opportunity for all children and youth to know who they are and to find a meaningful purpose and direction for their lives.

The over-arching goal of the Multi-State Consortium on Indian Education is to establish a process and system for improving the educational opportunity of Indian children in the public schools. Educational opportunity, especially for young children, is thus broadly defined. Intellectual and academic growth is a major focus but not the only objective. Emotional development and the cultivation of physical and social skills are part of this educational province. It follows, therefore, that any special needs of Indian children in these domains, whether intellectual, emotional, social or physical, become the compensatory business of the public schools.

In recent years, changes in Federal policy and the addition of new programs for Native Americans have brought hope and strength to many, both young and old. The promise of self-determination, without isolations, the visible effects of programs like Head Start, Title I, and the Indian

Education Act, have raised the level of awareness of the American public in general. But, for American Indian citizens, such programs have heightened their expectations in the promise of democracy and in the benefits of being Native Americans. In response to that expectation, the Multi-State Consortium on Indian Education is established to pursue the goal of equal educational opportunity which honors and builds on the "Roots" of their cultural heritage, as well as provides basic knowledge and skills that will enable them to determine their own future.

Fred E. Holmes
Colorado Department of Education
February, 1977

OPTION I

DIRECT FUNDING

Alaska | Arizona | California | Colorado | Michigan | Minnesota | Montana | New York | New Mexico | No.Carolina | Oklahoma | So.Dakota | Washington | Wisconsin

Executive Committee (constitutional)

Executive Office

Staff

GOAL 1.0: A goal of the Consortium of States for Indian Education shall be to assist all agencies in the development of educational programs in order to enhance and to improve the educational opportunities of Indian children and youth.

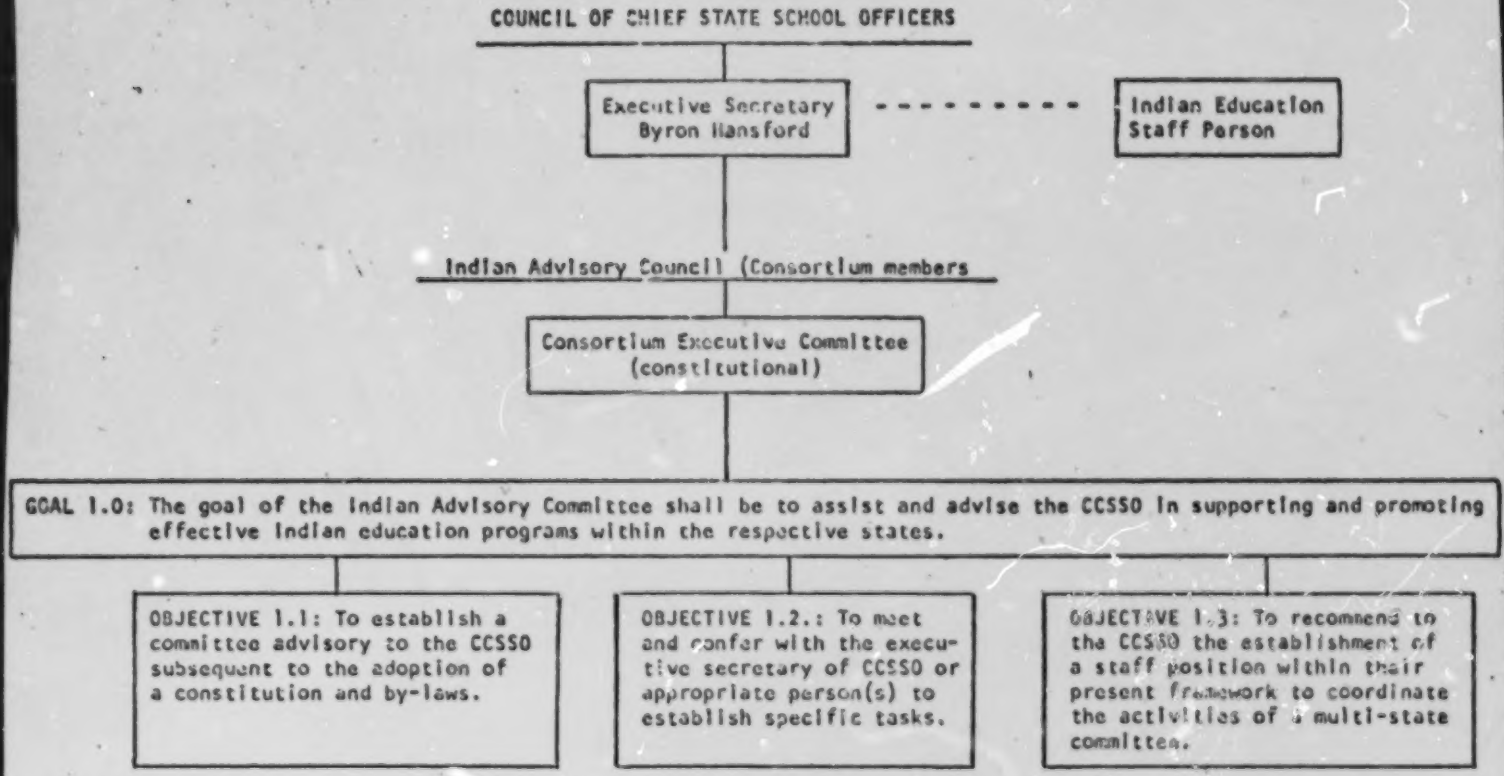
- **OBJECTIVE 1.1:** To conduct two national meetings of six educational organizations which impact on public education, spring and fall, at a central location.
- **OBJECTIVE 1.2:** To assist 30 S.E.A.'s in the development of a leadership role to support Indian education at local, state and national levels.
- **OBJECTIVE 1.3:** To assist L.E.A.'s in the development of community involvement programs and to initiate a school improvement process.

GOAL 2.0: A goal of the Consortium of States for Indian Education shall be to have input into the legislative process concerning policy making decisions as it affects the Indian public school students by providing advice and recommendations.

- **OBJECTIVE 2.1:** To establish a Consortium of States that shall be organized to provide direction and continuity to the programs which affect Indian education.
- **OBJECTIVE 2.2:** To identify and to collect appropriate data and information to establish a basis for input into the legislative process at state and national levels.
- **OBJECTIVE 2.3:** To analyze the results of 2.2 and disseminate to S.E.A.'s and other appropriate organizations and agencies.
- **OBJECTIVE 2.4:** To provide an opportunity for S.E.A.'s and L.E.A.'s to participate in the change process (if applicable) by providing the necessary information and assistance.

OPTION II

ADVISORY TO CCSSO


COUNCIL OF CHIEF STATE SCHOOL OFFICERS
Executive Secretary
Byron Hansford
Indian Education
Staff Person
Indian Advisory Council (Consortium members
Consortium Executive Committee
(constitutional)
GOAL 1.0: The goal of the Indian Advisory Committee shall be to assist and advise the CCSSO in supporting and promoting effective Indian education programs within the respective states.
OBJECTIVE 1.1: To establish a committee advisory to the CCSSO subsequent to the adoption of a constitution and by-laws.
OBJECTIVE 1.2.: To meet and confer with the executive secretary of CCSSO or appropriate person(s) to establish specific tasks.
OBJECTIVE 1.3: To recommend to the CCSSO the establishment of a staff position within their present framework to coordinate the activities of a multi-state committee.

OPTION NO. 2

A PLAN FOR ESTABLISHING
A MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION

PRESENTED TO: THE CONSORTIUM OF STATES TO UPGRADE INDIAN EDUCATION

MARCH 30, 31, APRIL 1, 1977

DENVER, COLORADO

Prepared by:

Sylvia Carlsson
Special Assistant to the Commissioner of Education
650 International Airport Road
Anchorage, Alaska 99503

INTRODUCTION:

This plan is one of four options being presented to the Consortium of States to Upgrade Indian Education. On December 6, 1976, the Consortium met in Phoenix, Arizona. Without continued funding, Consortium activities will cease in March, 1977. A roll-call vote by state was taken to determine if there was sufficient interest in continuing the Consortium. The vote was unanimous in favor of exploring alternatives for a continuation of the Consortium. A five-member committee was appointed and given the responsibility of outlining the alternatives. The Interim Committee met in Denver on January 24 and 25. Four possible alternatives were discussed: 1) seeking new funding through the Office of Education (discretionary funds) or through the National Institute of Education. This option would require a highly competitive and sophisticated proposal; 2) the establishment of an advisory committee through the Council of Chief State School Officers; 3) a partnership with the Education Commission of States; and 4) the continuation of an association of states without additional funding or authority.

RATIONALE:

The existence of Indian Education units and the visibility of Indian education personnel in state departments of education, in several states, can be construed as a commitment to the education of Indian children. It would be meaningless here to try to interpret the commitment on a national basis because each state responds differently to its constituency. The commitment may be a moral, a political, or a legal one; a combination of all three; or something else. Whatever the interpretation, it is evident that state departments of education have attempted to do "something" about Indian Education.

The proper role of states in Indian Education may be somewhat unclear. However stated, the question is not one with legal dimensions. The United States Constitution places educational functions in the hands of states, and all Indians are citizens of their states. Approximately 70 percent of all Indian children attend public schools; and yet, federal agencies and other organizations continue to concern themselves with the education of Indian children. Congress passed, in 1972, the Indian Education Act (Public Law 92-318) in recognition of the special educational needs of Native Americans as pointed out in the findings and recommendations of past Congressional studies. Ostensibly, states have failed to meet these special educational needs of Indian children. State departments of education were virtually unrecognized in the passage of Public Law 92-318. A relationship between the U. S. Office of Indian Education and parent committees at the local educational agency level has been established. The "sting" of federal by-pass in this major piece of legislation, however, caused only a minor ripple in state departments of education. In some cases, this merely added to the confusion and frustration of clearly identifying the "proper role" of states in educating Indian children.

The passage of Public Law 93-638 or the "Indian Self-Determination and Education Assistance Act" has the potential of further clouding the issue of the "proper role" of states in educating Indians. Indian school districts and Indian controlled school boards, established outside the framework of state government may be used to absolve states, at least morally, from meeting their constitutional obligations to Indian children. If there is a provision for "copping out," some states will take that route.

The Civil Rights Act of 1964 is another piece of legislation, which has caused uncertainty, on the part of state officials, when applied to the Indian Community. Some states have assumed a posture of "we're damned if we do and damned if we don't," and are content to leave the matter for the courts to resolve. The application of desegregation efforts to the Indian Community is admittedly rife with legal pitfalls; however, it is incumbent upon state governments to untangle this mess. The approach taken, whether collectively or individually, should depend on the seriousness of the problem. There is little indication that enforcement proceedings by the U. S. Office for Civil Rights will diminish with a new administration. One can speculate that these efforts will become more vigorous and the "spin-off" will impact on the Indian Community.

It can be argued that the Johnson-O'Malley Act of 1934 was the federal government's mechanism to induce states to take an interest in the education of Indians; that Public Law 874 and 815 augmented this mechanism; and that states somehow failed in meeting this challenge.

It can also be argued that the federal government has an invioble fiduciary responsibility to Indians, and that there exists a political--not racial--responsibility between the federal government and Indians. Where in

this maze of federal legislation, organizational structures, and conflicting policies lies the "proper role" of states in educating Indians.

A much talked about change in the Johson-O'Malley Act coupled with the expiration of Public Law 92-318 in 1978 deserves the close attention of the states, collectively or individually. The report of the Education Task Force of the National Indian Policy Review Commission also demands that states become more intimately involved with the "happenings" on the National level in Indian education.

Two years ago, the Minnesota Department of Education received funding, under Title V of the Elementary and Secondary Education Act, for a project designed to "upgrade" state departments of education in Indian education. A Consortium of thirteen states was formed, and the project was launched. Over the two-year period, the issues outlined above, were addressed, somewhat sporadically, by the members of the Consortium. The business of fulfilling goals, objectives, and activities of the funded project, precluded a more in-depth study of the issues.

Funding for the Consortium will cease in March, 1977. With a clearly defined mission of identifying the states' role in Indian education, the Consortium members agreed to explore the possibilities of continuing their efforts through a collective structure of some sort.

It would be impossible, if not impolitic, for a group of Indian advisors to strike a new direction for the express purpose of identifying the states' role in Indian Education without establishing a liaison with the "powers that be." A link-up with the Council of Chief State School Officers is, therefore, the basis of this option, which will be presented by the Alaska representative to the Consortium members for consideration on March 30, in Denver, Colorado.

All states with an interest in identifying and strenthening the states' role in Indian education will be invited to join, and each state representative will be required to provide his/her own transportation and per diem costs (that is the cost will be born by respective states). The Council of Chief State School Officers will be requested to provide staff support for committee activities if the Council agrees to the liaison.

GOAL STATEMENT:

2.0 THE GOAL OF THE ADVISORY COMMITTEE SHALL BE TO ASSIST AND ADVISE THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS IN SUPPORTING AND PROMOTING EFFECTIVE INDIAN EDUCATION PROGRAMS WITHIN RESPECTIVE STATES.

OBJECTIVES:

2.1 Establishment of a committee advisory to the Council of Chief State School Officers subsequent to the adoption of a constitution and bylaws for the Committee.

2.2 To meet and confer with the Executive Committee or appropriate persons to establish specific tasks for the Committee.

2.3 To recommend to the Council of Chief State School Officers the establishment of a staff position within the present framework to coordinate the activities of the Advisory Committee.

ACTIVITIES:

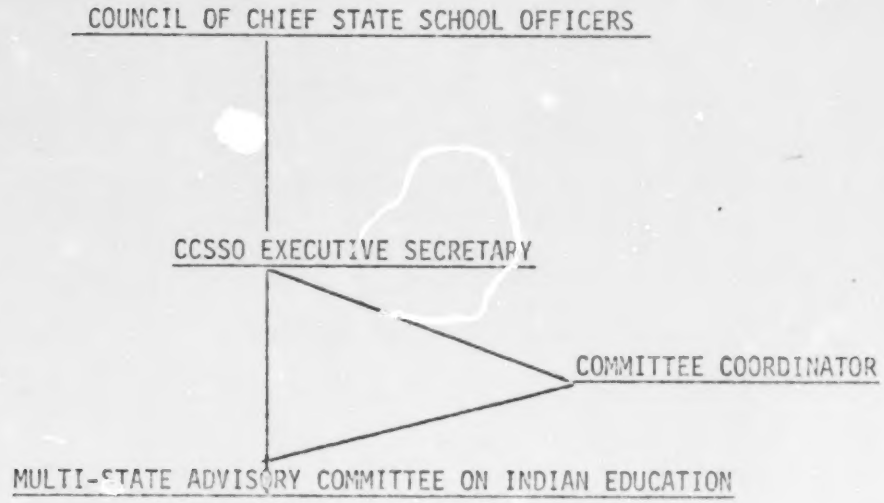
---- Development of a position paper on the states' role in providing technical assistance to local educational agencies which use funding from Public Law 92-318.

---- Development of a position paper on the Educational Task Force report of the National Indian Policy Review Commission.

---- Development of recommendations on Public Law 92-318 or the "Indian Education Act." This law will expire in 1978 or it will be re-enacted. Changes should reflect the states' position.

---- Other activities as assigned by the Council of Chief State School Officers.

ORGANIZATIONAL CHART
MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION


COUNCIL OF CHIEF STATE SCHOOL OFFICERS
CCSSO EXECUTIVE SECRETARY
COMMITTEE COORDINATOR
MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION

PROPOSED CONSTITUTION AND BYLAWS

FOR

THE ESTABLISHMENT OF

A MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION

Prepared by: Sylvia Carlsson

Department of Education
650 International Airport Road
Anchorage, Alaska

January, 1977

CONSTITUTION AND BYLAWS

MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION

PREAMBLE

We, as member states of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION, recognize the challenge of the great changes that have taken place within our respective states which affect the education of American Indian children.

We believe sincerely that it is the plenary obligation and responsibility of each state to provide the highest standard of education for each American Indian child.

We also believe that the state education agencies must be kept close to the American Indian people and responsive to their will.

We are committed to the principles of equal educational opportunity for all children, and to the objectives of this Committee to improve the states' delivery of services to American Indian children in all fields of educational endeavor. To foster these principles, the member states of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION TO THE NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS are enjoined to keep before them the fact that state educational leadership, as it relates to the education of American Indian children, shall be challenged to the fullest, to ensure fair and equal participation by each member state and guidance in operations and policy formulation.

ARTICLE I

NAME, AUTHORITY, AND DISSOLUTION

SECTION 1: NAME

The name of this organization shall be the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION TO THE NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS.

SECTION 2: AUTHORITY

These Bylaws have been adopted pursuant to authority evidenced by a letter of recognition issued by the National Council of Chief State School Officers, dated _____.

SECTION 3: DISSOLUTION

After written notice to, and approval of, the Executive Officer of the National Council of Chief State School Officers, the Committee may be voluntarily dissolved by a vote of a majority of the members present and voting at a meeting called expressly for this purpose. The Committee shall also be deemed dissolved when its authority has been revoked by the National Council of Chief State School Officers. Upon the dissolution of the Committee, all the Committee's property, books, and records shall be transferred and delivered promptly into the custody of such person as is designated by the National Council of Chief State School Officers to receive such property on its behalf.

ARTICLE II

PURPOSE, OBJECTIVES, AND EVALUATION

SECTION 1: PURPOSE

The purpose of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be to assist the National Council of Chief State School Officers to bring about

the most effective Indian Education program possible. In achieving this purpose, the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall provide advice and assistance regarding national policy and legislation affecting Indian education. The MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be the advising, coordinating, and evaluating agency for the National Council of Chief State School Officers in order to further the purpose of Indian Education. No Committee member shall be required to provide any sum of money, property, or service other than the services described herein, to the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION. The Committee shall have no power to bind any member of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION or the National Council of Chief State School Officers to any debt, liability, or obligation in the absence of an express written authorization from the party to be bound. The MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall have no powers beyond those expressly set forth herein.

SECTION 2: OBJECTIVES

The objectives of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be:

1) To advise the National Council of Chief State School Officers on all matters pertaining to national Indian Education policy.

2) To advice the National Council of Chief State School Officers on all matters pertaining to national legislation affecting the education of Indian children.

3) To develop alternative organizational strategies for improving the delivery of educational services to Indian children.

4) To perform all other functions, to the extent required, as designated by the National Council of Chief State School Officers.

SECTION 3: EVALUATION

At an annual meeting expressly called for this purpose, the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall undertake an evaluation of the Committee's purpose and objectives. The accomplishment of purpose and objectives shall be the basis for a recommendation to the National Council of Chief State School Officers for authority to continue or dissolve the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION.

ARTICLE III

COMPOSITION, MEMBERSHIP, AND APPOINTMENT

SECTION 1: COMPOSITION

Membership in the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be of one class and shall be open to any state, within the United States of American, with a responsibility for the education of American Indian children, upon a written commitment from the Chief State School Officer of the state requesting membership.

SECTION 2: MEMBERSHIP

Membership on the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be composed of one or more representatives from each participating state who have a direct staff responsibility for Indian education programs. It is

desirable, but not mandatory, that the state representatives be of American Indian descent.

SECTION 3: APPOINTMENT

State representatives of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be appointed annually by the chief state school officer of each member state and shall serve for the duration of the state's membership unless she/he ceases to be a staff person with direct staff responsibility for Indian Education programs.

SECTION 4: VOTING RIGHTS

Each member state shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION. Proxy voting shall not be permitted unless in writing.

SECTION 5: TERMINATION OF MEMBERSHIP

A state representative shall no longer hold membership on the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION should she/he cease to be a staff person with direct responsibility for Indian education programs within a member state. State membership will automatically terminate if a state representative is absent from all regular and special meetings for three consecutive meetings.

SECTION 6: RESIGNATION

Any member state may resign by filing a written resignation from the chief state school officer with the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION.

SECTION 7: VACANCY

Any vacancy caused by resignation, re-assignment, or other reasons by a state representative shall be filled through appointment by the chief state school officer of the member state.

ARTICLE IV

SECTION 1: OFFICERS

The officers of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be a chairperson, vice-chairperson, secretary, and such other officers as the Committee may deem desirable, and shall not serve more than two consecutive one-year terms for the same office.

SECTION 2: ELECTION AND TERM OF OFFICE

The officers of the Committee shall be elected annually at the first meeting and shall serve for one year. The term of office is from January through October of each year. A majority of all votes case shall be necessary to constitue an election. Officers may be elected for no more than two consecutive one-year terms for the same office.

SECTION 3: REMOVAL

Any officer elected by the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION may be removed by a two-thirds roll call vote of the Committee whenever, in their judgment, the Committee would be served thereby.

SECTION 4: VACANCY

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION for the unexpired position of the term.

SECTION 5: CHAIRPERSON

The chairperson shall preside at all meetings of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION and may sign all letters, reports, and other communications of the Committee. In addition, he/she shall perform all duties as may be prescribed by the Committee.

SECTION 6: VICE-CHAIRPERSON

The duties of the vice-chairperson shall be to represent the chairperson, substitute for the chairperson during his/her absence and perform other duties as assigned by the chairperson or by the Committee.

SECTION 7: SECRETARY

The secretary shall keep the minutes of the meetings, both regular and special, of the Committee and shall transmit to persons designated by the Committee, true and correct copies of the minutes; see that all notices are duly given in accordance with provisions of these bylaws; be custodian of the Committee's records; keep a register of the mailing addresses and telephone numbers of each member of the Committee; and perform all duties of secretary and such other duties as assigned by the chairperson. The duties of secretary may be delegated to a person providing staff support to the Committee; however, the Secretary must attest to the accuracy of the documents.

ARTICLE V

MEETINGS OF THE MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION

SECTION 1: REGULAR MEETINGS

The MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall meet regularly four times each year on the 15th day of January, April, July, and October.

SECTION 2: SPECIAL MEETINGS

Special meetings may be called by the chairperson or by a majority vote of the Committee.

SECTION 3: PLACE OF MEETINGS

The MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall hold its regular meetings in a state designated by the Committee prior to the adjournment of its last meeting.

SECTION 4: NOTICE OF MEETINGS

Regular meetings of the Committee shall be noticed whether or not there is a change in the established time and location. All special meetings shall be noticed. Notice shall be in writing and shall state the day, hour, and location of the meeting and shall be mailed not less than two weeks prior to the meeting. Notice shall include specific items for discussion and/or action by the Committee.

SECTION 5: DECISION OF COMMITTEE

All decisions of the Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided there is a quorum.

SECTION 6: QUORUM

The presence of two-thirds members shall be required in order to make a quorum, necessary for the transaction of business of the Committee. In the absence of a quorum, a lesser number may adjourn the meeting from time to time.

SECTION 7: CONDUCT OF MEETINGS

All regular and special meetings of the Committee shall be conducted in accordance with Robert's Rules of Order or an appropriate version thereof.

SECTION 8: MEETINGS OPEN TO THE PUBLIC

Meetings of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION shall be open to the public, and Indian parents and students will be encouraged to attend.

SECTION 9: EXECUTIVE SESSIONS

Executive sessions of the Committee may be called by a majority of voting members in regular or special session, providing there is a quorum. Executive sessions must be used specifically to deal with financial or personnel matters of the Committee, and the motion calling for the session must be so stated for the record. Formal action of the Committee shall not be taken in any executive session.

SECTION 10: AGENDA

The agenda for each meeting shall be prepared by the officers of the Committee. Individual members of the Committee are encouraged to submit agenda items to the officers or to present their proposals formally under the agenda items of "New Business."

SECTION 11: MINUTES

Minutes of regular and special meetings of the Committee shall be kept and approved by a voting majority of the members of the Committee in a regular meeting, and the accuracy of the minutes shall be attested to by the secretary of the Committee. Copies of the minutes shall be distributed to each member state and to the National Council of Chief State School Officers and to any other agency or individual designated by the Committee.

SECTION 12: ADJOURNMENT

A majority of the members present at any meeting may adjourn the meeting.

ARTICLE VI: AMENDMENTS

These Bylaws may be amended at any time by a two-thirds affirmative vote of the members of the Committee provided that the amendment is to further carry out the purposes and objectives of the Committee as previously stated.

Any amendment must conform with the requirement and stipulations imposed by the National Council of Chief State School Officers.

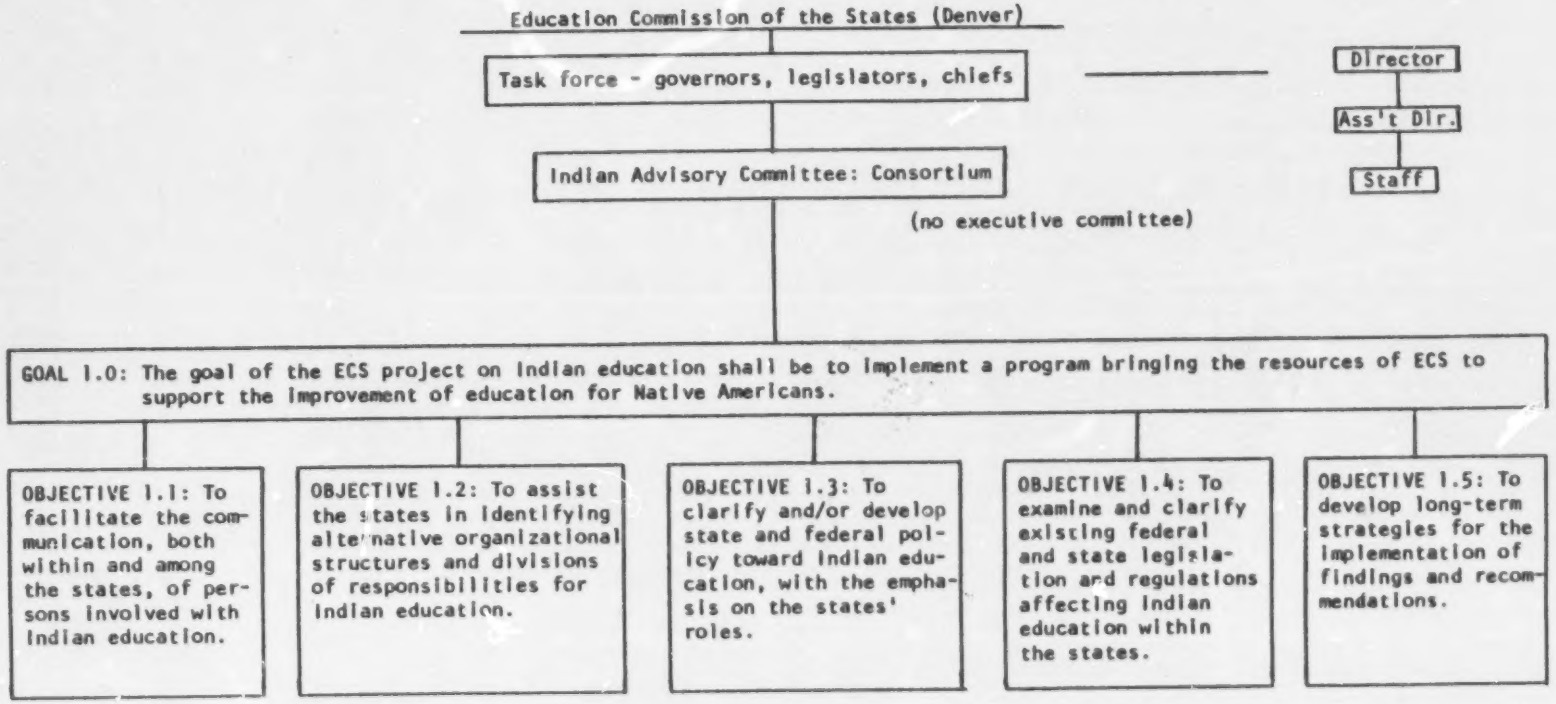
IN WITNESS WHEREOF, the Executive Officer of the National Council of Chief State School Officers and the chairperson of the MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION have caused these Bylaws to be duly executed on the _____ day of _____, 1977.

SIGNED: _____
Executive Officer of the National Council of Chief State School Officers

SIGNED: _____
Chairperson, MULTI-STATE ADVISORY COMMITTEE ON INDIAN EDUCATION

OPTION III

COOPERATION WITH ECS


Education Commission of the States (Denver)
Task force - governors, legislators, chiefs
Director
Ass't Dir.
Staff
Indian Advisory Committee: Consortium
(no executive committee)
GOAL 1.0: The goal of the ECS project on Indian education shall be to implement a program bringing the resources of ECS to support the improvement of education for Native Americans.
OBJECTIVE 1.1: To facilitate the communication, both within and among the states, of persons involved with Indian education.
OBJECTIVE 1.2: To assist the states in identifying alternative organizational structures and divisions of responsibilities for Indian education.
OBJECTIVE 1.3: To clarify and/or develop state and federal policy toward Indian education, with the emphasis on the states' roles.
OBJECTIVE 1.4: To examine and clarify existing federal and state legislation and regulations affecting Indian education within the states.
OBJECTIVE 1.5: To develop long-term strategies for the implementation of findings and recommendations.

INDIAN EDUCATION PROJECT

A CONCEPT PAPER

Education Commission of the States
Elementary/Secondary Education
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

The proper role of the State in Indian Education is somewhat unclear. Traditionally, members of Indian Tribes have been wards and/or responsibilities of the federal government, largely through treaty provisions and Bureau of Indian Affairs assignments. Yet education is acknowledged to be primarily a state responsibility. Since the Citizenship Act of 1924, all Indians are citizens of their states and, as such, are entitled to state services. Today, approximately 70% of all Indian children attend public schools, which are ostensibly under state jurisdiction.

Confusion over financial support and accountability for the education of these children parallels that of the division of legal responsibility. Not only does funding come from normal federal, state and local sources, but there is also some "special" Indian education money available from the Bureau of Indian Affairs and from the Office of Indian Education.

Recognizing the fact that the state has some responsibility for the education of its Indian students, many states have established Indian Education Units within their Departments of Public Instruction. Often these units have a real identity problem. They may be an added layer to the bureaucracy that has always plagued Indian people. They have responsibilities to the state but allegiences to the Indian people that at times are not wholly compatible.

They sometimes must serve as regulators while they hope to be advocates. They must walk the fine line between adherent to state rules and developer of unique programs. Their legal responsibilities may be unclear and their loyalties somewhat divided. In their concern for educational opportunities for Indian people they must be legal gymnasts, education experts, committed advocates and highly knowledgeable of cultural differences within their state.

Because states do have a rather recent but terribly important role to play in the education life of Indian people, there is a need to strengthen these Indian Education Units. This need was recognized by persons in the state departments of education (S.E.A.[5]) of several states with relatively large Indian populations who formed a Consortium to help meet the needs of S.E.A. personnel who often exist with a minimum of guidelines or support services in the confines of their state.

Minnesota took the initiative in forming the Consortium of States to Upgrade Indian Education, which received initial funding from The United States Office of Education (U.S.O.E.) on March 1, 1975. The Consortium was comprised of 13 states: Minnesota, Alaska, Oklahoma, Michigan, New York, Washington, Colorado, New Mexico, Arizona, California, North Carolina, South Dakota and Montana. Within their combined boundaries reside approximately 90% of the United States' Native American population. Together, these states have over 2000 school districts eligible for Title IV (Indian Education) funds and in 1975 they received almost $20,000,000 of the approximately $23,000,000 allocated under Part A of Title IV. The principal goals of the Consortium were to accumulate

information, discuss programs, disseminate information to learn about successfully implemented programs, and to plan strategies for the improvement of Indian education within the various states.

Participants have found the Consortium to be successful in meeting these goals. Obviously, it could not solve all of the problems inherent in Indian education, but it has served as an avenue of information, a builder of support and a forum for discussion.

Funding for the Consortium expires early in 1977. In order to continue their cooperative efforts, participants requested the cooperation of the Education Commission of the States (ECS). ECS is a non-profit organization formed by interstate compact in 1966 to both serve in a liaison capacity between the states and the federal government and to further working relationships among state legislators and educators for the improvement of education at all levels. In its work with the states, the commission serves as a forum, a resource and a catalyst. It provides information on state related education activities and, when appropriate, suggests options and alternatives to meet specific state needs.. To date, 45 states have ratified the ECS Compact. Each of these member states has seven commissioners, including their respective governors and two state legislators.

Among the potential advantages of this partnership are:

1) The ability of ECS to involve such state educational policy makers as:chief state school officers, governors, state legislators, state and local school board members, etc.

2) The capability of ECS to serve as a convener among the states

and as a liaison between the states and the federal government.

3) The ability of ECS to act as an information broker, performing collection, analysis, and dissemination functions.

The goals of an ECS - Consortium partnership are as follows:

1) To facilitate the communication, both within and among the states, of persons involved with Indian education.

2) To assist the states in identifying alternative organizational structures and divisions of responsibilities for Indian education.

3) To clarify and/or develop state and federal policy toward Indian education, with the emphasis on the states' roles.

4) To examine and clarify existing federal and state legislation and regulations affecting Indian education within the states.

5) To develop long - term strategies for the implementation of findings and recommendations.

The project will be directed by a task force comprised of respresentatives of several Indian organizations, federal agencies and participating states. The Indian education specialists of the Consortium will act as an advisory group to the task force. Provision has been made for the inclusion of 15 states in the advisory group, due to the requests to participate made by additional states.

A chart showing goals, objectives, tasks, subtasks, and expected outcomes follows. Also attached is the proposed project budget.

Education Commission of the States
Department of Elementary/Secondary Education
Edie Petrock

Tasks	Subtasks	Outcomes
Project Start-up	A. Employ project director and select project staff	A. Director and staff selected
	B. Prepare a project summary for distribution to ECS constituents	B. Project summary prepared and distributed
	C. Refine project methodology	C. Project methodology refined
	D. Establish criteria for selecting participating states.	D. State selection criteria established
	E. Select participating states	E. Participating states selected
	F. Establish criteria for selection of task force members. The task force will be responsible for reviewing and developing policy and legislative options at both state and federal levels and for monitoring all staff activities	F. Criteria for selection of task force members established
	G. Present progress report to ECS steering committee and make recommendations for task force appointments	G. 1) Project report prepared and presented to ECS steering committee 2) Task force potential membership approved
	H. Appoint task force	H. Task force appointed
	I. Convene task force for organizational meeting and plan first two advisory group meetings. The advisory group will be comprised primarily of Indian education specialists from participating states.	I. Task force organizational meeting held

Tasks	Subtasks
Project Start-up	I. (Continued) They will discuss Indian education issues, needs, practices, policies and legislation and act as an advisory group to the task force.

Objective 1. To facilitate the communication, both within and among the states, of persons involved with Indian education

Tasks	Subtasks	Outcomes
A. To provide a forum for the communication of federal and state policy makers who impact Indian education	A-1 Plan and conduct task force meetings to discuss issues, problems and practices and to formulate, modify and/or endorse alternative recommendations (on a regular basis)	A-1 Task force meetings planned and conducted a) Issues, problems and practices discussed b) Alternative recommendations formulated, modified and/or endorsed
B. To further the communication between state Indian education specialists and federal and state policy makers, including chief state officers and board of education members.	B-1 To disseminate and/or discuss information, findings and alternative recommendations from task force to advisory group and from advisory group to task force	B-1 Interaction between advisory group and task force
C. To provide a forum for the communication of Indian education specialists within and among the states	C-1 Plan and conduct meetings of the advisory group of Indian education specialists to discuss issues, problems and practices in Indian education and to formulate alternative recommendations (on a regular basis)	C-1 Advisory group meetings planned and conducted a) Issues, problems and practices discussed b) Alternative recommendations formulated

Objective 2. To assist the states in identifying alternative organizational structures and divisions of responsibilities for Indian education

Tasks	Subtasks	Outcomes
A. To identify the organizational structures in which state Indian education specialists presently operate	A-1 Survey state Indian education specialists	A-1 State Indian education specialists surveyed
	A-2 Compile and disseminate data review	A-2 Data summarized for review by advisory group
B. To identify present roles and responsibilities of Indian education specialists and other persons with Indian-related responsibilities within the various states	B-1 Survey state Indian education specialists	B-1 Formal and informal job descriptions of Indian education specialists collected
	B-2 Survey additional persons with related responsibilities	B-2 Additional job descriptions and relationships collected
	B-3 Compile and disseminate data	B-3 Directory identifying key persons with Indian-related functions within the participating states and describing the organizational settings in which they operate, for review by advisory group
	C-1 Make and disseminate chart showing similarities and differences in organizational structures and job responsibilities among the states	
C. To examine the effectiveness of the organizational structures for Indian education in the various states	C-2 Convene advisory group to discuss: (1) project goals and methodology, (2) Indian education organizational structures and job responsibilities and (3) current state programs and practices (first meeting)	C-1 Chart made for review by advisory group
		C-2 Advisory group convened
	C-3 Convene state educational policy makers, including state school boards and chief state school officers from participating states to discuss alternative organizational structures	C-3 Alternative organizational and division of responsibility discussed with state policy makers

Tasks	Subtasks	Outcomes
	C-4 Make and disseminate recommenda-	C-4 a) Recommendations made for alternative organizational structures and divisions of responsibilities for the effective functioning of Indian education specialists b) Recommendations received by task force

Objective 3. To clarify and/or develop state and federal policy toward Indian education, with the emphasis on the states' roles

Tasks	Subtasks	Outcomes
A. To compile existing state and federal policy statements concerning Indian education	A-1 Collect existing state and federal policy statements concerning Indian education	A-1 Collection of existing state and federal policy statements concerning Indian education
B. To modify, develop and/or recommend state and federal policy statements concerning Indian education	B-1 Convene advisory group for second meeting (policy meeting will be held annually thereafter)	B-1 Advisory group convened
	B-2 Discuss existing state and federal policy statements with special consideration to the actual and potential roles of the states in Indian education	B-2 Policy discussions
	B-3 Suggest policy options	B-3 Suggested policy options
	B-4 Disseminate policy analyses and options to task force	B-4 Policy options disseminated to task force
	B-5 Convene task force for second meeting (policy meeting will be held annually thereafter)	B-5 Task force convened
	B-6 Review, modify and/or endorse policy options	B-6 Policy options discussed, modified and/or endorsed by task force
	B-7 Plan next advisory group meeting	B-7 Next advisory group meeting planned

Objective 4. To examine and clarify existing federal and state legislation and regulations affecting Indian education within the states

Tasks	Subtasks	Outcomes
A. To collect, key federal and state legislation and regulations relating to Indian education in the states	A-1 Collect key legislation from federal and state sources	A-1 Catalog or index of federal and state legislation with summaries, interpretations and rules and regulations
	A-2 Collect selected reports and recommendations concerning legislation relating to Indian education	A-2 Collection of reports and recommendations
B. To examine and clarify key federal and state legislation and regulations relating to Indian education in the states	B-1 Examine reports and legislation for areas of agreement, overlap, conflict, ambiguity or confusion and survey Indian education specialists for questions, needs and perceived ambiguities	B-1 List of compilation of areas of agreement, overlap, apparent conflict, ambiguity or confusion
	B-2 Convene advisory group for third meeting (legislative meeting will be held annually thereafter)	B-2 Advisory group convened
	B-3 Develop alternative recommendations for the clarification and/or revision of existing laws and regulations	B-3 Alternative recommendations to clarify and/or revise laws and regulations
	B-4 Disseminate findings and recommendations to task force	B-4 Findings and recommendations disseminated to task force
	B-5 Convene task force for third meeting (legislative meeting will be held annually thereafter)	B-5 Task force convened
	B-6 Review, modify and/or endorse recommendations and plan next advisory group meeting	B-6 Findings and recommendations modified and/or endorsed

Objective 5. To develop long-term strategies for the implementation of findings and recommendations

Tasks	Subtasks	Outcomes
A. To develop various models of new federal and state legislation relating to Indian education	A-1 Convene advisory group for fourth meeting (long-term strategy and implementation meeting will be held annually thereafter)	A-1 Advisory group convened
	A-2 Develop various models of new federal and state legislation for Indian education	A-2 Alternative models of federal and state legislation developed
	A-3 Convene task force for fourth meeting (long-term strategy and implementation meeting will be held annually thereafter)	A-3 Task force convened
	A-4 Discuss, modify and/or endorse alternative models for federal and state legislation and plan next advisory group meeting	A-4 Alternative models of federal and state legislation discussed, modified and/or endorsed

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EDUCATION COMMISSION OF THE STATES

Indian Education Project: State Departments of Education

I. Personnel	Year 1	Year 2(7.5%)	Year 3(7.5%)
A. Project Director (Full Time)	26,000.00	27,950.00	30,046.00
B. Associate Director (Full Time)	22,000.00	23,650.00	25,424.00
C. Research Assistant (with legal skills Full Time)	18,000.00	19,350.00	20,801.00
D. Secretary II (Full Time)	8,400.00	9,030.00	9,707.00
E. Secretary I (Half Time)	3,300.00	3,548.00	3,814.00
F. Legal Assistance (on call basis)	5,000.00	6,000.00	7,000.00
SUB-TOTAL Personnel	82,700.00	89,528.00	96,792.00
Fringe Benefits (19.5%) (on A-E) 77,700	15,152.00	17,458.00	18,875.00
TOTAL Personnel	$97,852.00	$106,986.00	$115,667.00

II. Travel and Per Diem	Year 1	Year [illegible]%)	Year 3(5%)
A. Fifteen States @2 per state for 4 meetings per year	24,432.00	25,654.00	26,937.00
B. Per Diem @45.per day for 12 meeting days for 30 persons above	16,200.00	17,010.00	17,860.00
C. Travel & Per Diem for Director, for 4 meetings and other necessary trips	4,500.00	4,725.00	4,961.00
D. Travel for Ass't Director for 4 meetings and other necessary trips	3,800.00	3,990.00	4,190.00
E. Travel and per diem for Research Assistant for 4 meetings and other necessary trips	3,000.00	3,150.00	3,307.00

F. Travel for Task Force Members (20) for 3 meetings	12,162.00	12,770.00	13,408.00
G. Per Diem for 20 task Force Members @$45. per day for 9 meeting days	8,100.00	8,505.00	8,930.00
SUB-TOTAL for Travel & Per Diem	72,194.00	75,804.00	79,593.00

III. Rent and Utilities	Year 1	Year 2(+7.5%)	Year 3(+7.5%)
A. 1000 Square feet @ $7.90 annually	7,900.00	8,493.00	9,130.00
SUB-TOTAL Rent	$7,900.00	8,493.00	9,130.00

IV. Communications			
A. Telephone @240 per month	2,880.00	2,880.00	2,880.00
B. Wats line (300 hrs. @ $20 per hour)	6,000.00	6,000.00	6,000.00
C. Mailing Reports & Communication	1,200.00	1,800.00	2,200.00
SUB-TOTAL Communications	$10,080.00	$10,680.00	$11,080.00

V. Equipment	Year 1	Year 2	Year 3
A. Typewriter(s)	1,100.00	NONE ANTICIPATED	NONE ANTICIPATED
B. File Cabinets & Shelving	1,700.00		
C. Desks	1,990.00		
D. Calculator(s), adding machine(s)	1,000.00		
E. Miscellaneous	800.00		
SUB-TOTAL Equipment	6,500.00		

VI. Supplies			
A. Paper	1,000.00	1,200.00	1,400.00
B. Printing	3,000.00	4,000.00	5,000.00
C. Research supplies (key punch cards, print outs)	2,200.00	2,500.00	3,000.00
D. Miscellaneous	800.00	800.00	800.00
SUB-TOTAL Supplies	7,000.00	8,500.00	10,200.00

VII. Other Expenses	Year 1	Year 2	Year 3
A. Reports, Documents Books & Reprints (library materials)	3,000.00	1,000.00	1,000.00
B. Honorariums and/or Travel for speakers & Resource persons	6,500.00	6,800.00	7,000.00
C. Stipends for states to produce and/or reproduce relevant documents & data ($400 per state)	8,000.00	8,000.00	8,000.00
SUB-TOTAL Other Expenses	$17,500.00	$15,800.00	$16,000.00

TOTALS

I. Personnel	$97,852.00	$106,986.00	$115,667.00
II. Travel & Per Diem	72,194.00	75,804.00	79,593.00
III. Rent & Utilities	7,900.00	8,493.00	9,130.00
IV. Communications	10,080.00	10,680.00	11,080.00
VI. Supplies	7,000.00	8,500.00	10,200.00
VII. Other	17,500.00	15,800.00	16,000.00
SUB-TOTAL	($212,526.00)	($226,263.00)	($241,670.00)
Indirect Costs (24.8% minus Cop. Equip. and subtracting)	52,706.00	56,113.00	59,934:00
V. Equipment	6,500.00	NONE	NONE
TOTAL PROJECT	$271,732.00	$282,376.00	$301,604.00

BUDGET EXPLANATIONS:

I. Personnel. Staff is based on projected needs to plan meetings, compile data, do surveys, conduct research and disseminate data. The staff needs would include a director and an assistant director with a research assistant and secretarial help. Salaries are approximately of the usual salaries for comparable staff positions at Education Commission of the States. The projections for year two and three include an adjustment of 7.5%. This is an estimation that could vary either upward or downward. Fringe benefits are the current ECS rate.

II. Travel. Travel costs are based on current air fare rates for a group which would consist of thirteen past member states (of the Consortium) plus two new members. (Membership may change.) Per diem is based on cur current ECS rates. Travel for staff is projected estimations. A 5% factor was used to compute year two and three. This factor could vary upward or downward.

III. Rent and Utilities. Rent is based on the current rate at ECS. The square footage is the usual amount needed for 4-5 staff persons. Rents may change for year 2 and 3. An inflation factor of 7.5% is used.

IV. Communications. Communications are at current rate. No increases were incorporated for Year 2 or 3 in phone or Wats lines. However, mailing costs and numbers of reports may increase. Therefore, mailing costs were increased each year.

V. Equipment. Equipment purchases would be necessary the first year of operation. These would include typewriters, desks, calculator(s), shelving, file cabinets, chalk boards, tables and chairs. No additional equipment is anticipated for year 2 or 3. If sufficient equipment is purchased in year one, additional equipment would probably be unnecessary.

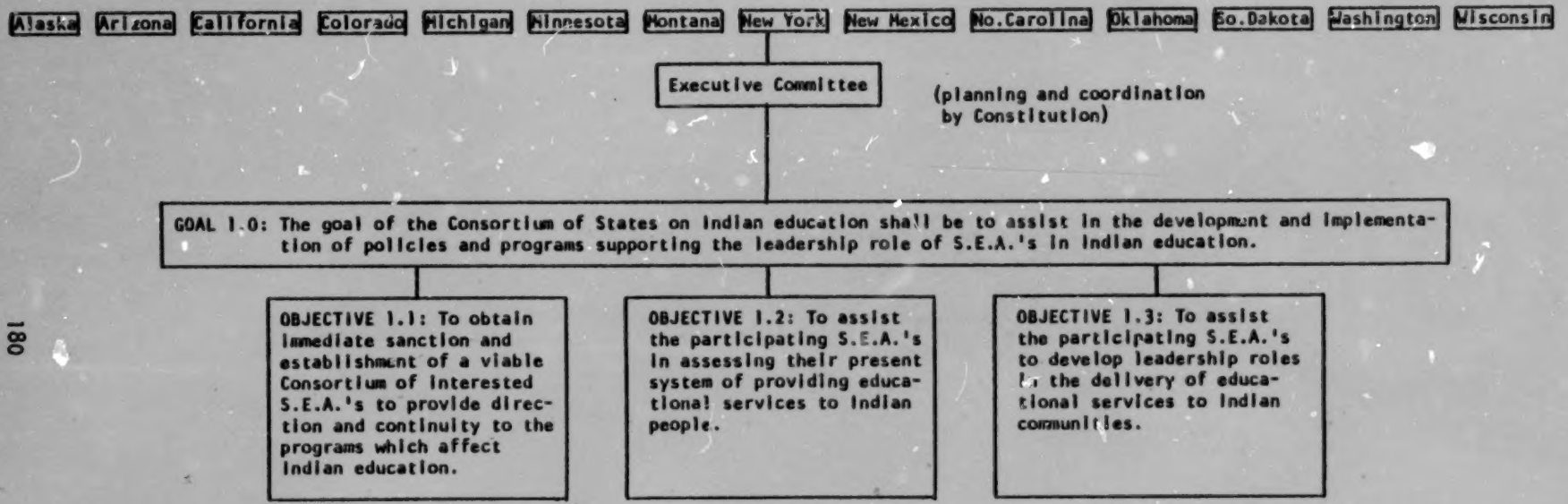
VI. Supplies. Funds for supplies are estimates. A great deal of correspondence is necessary, as is the duplication of materials and the dissemination of reports, summaries, updates, case histories etc. A minimal amount of printing would have to be done for reports and information. Increases in printing costs and printing needs are anticipated for year two and three.

VII. Other Expenses. Other expenses include the cose involved in building the necessary library of source materials and background information. These costs would be the greatest during the first year of operation. This category also includes an estimate for honorariums for resource persons and some help to states to produce or reproduce necessary documents, research data or background information. The library materials budget could decrease for years 2 and 3, but the need for honorariums or expenses for resource persons would probably increase. The help to states remains constant.

VIII. Indirect Costs. Indirect costs are based on the current ECS rate of 24.8% of all areas except equipment. These rates could vary. Currently Indirect costs include (?) heat, electricity, personnel services, fiscal services, xeroxing, assistance from staff, etc.

OPTION IV

NO FUNDING


Alaska
Arizona
California
Colorado
Michigan
Minnesota
Montana
New York
New Mexico
No.Carolina
Oklahoma
So.Dakota
Washington
Wisconsin
Executive Committee
(planning and coordination by Constitution)
GOAL 1.0: The goal of the Consortium of States on Indian education shall be to assist in the development and implementation of policies and programs supporting the leadership role of S.E.A.'s in Indian education.
OBJECTIVE 1.1: To obtain immediate sanction and establishment of a viable Consortium of interested S.E.A.'s to provide direction and continuity to the programs which affect Indian education.
OBJECTIVE 1.2: To assist the participating S.E.A.'s in assessing their present system of providing educational services to Indian people.
OBJECTIVE 1.3: To assist the participating S.E.A.'s to develop leadership roles in the delivery of educational services to Indian communities.

PROPOSED CONSTITUTION AND BYLAWS

FOR

THE ESTABLISHMENT OF

A MULTI-STATE CONSORTIUM ON INDIAN EDUCATION

Prepared by: Mike Mueller

Department of Education
Indian Education Section
807 Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

February, 1977

OPTION IV

CONSTITUTION AND BYLAWS

MULTI-STATE CONSORTIUM ON INDIAN EDUCATION

PREAMBLE

We, as member states of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION, recognize the challenge of the great changes that have taken place within our respective states which affect the education of American Indian children.

We believe sincerely that it is the plenary obligation and responsibility of each state to provide the highest standard of education for each American Indian child.

We also believe that the state education agencies must be kept close to the American Indian people and responsive to their will.

We are committed to the principles of equal educational opportunity for all children, and to the objectives of this Consortium, to improve the states' delivery of services to American Indian children in all fields of educational endeavor. To foster these principles, the member states of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION are enjoined to keep before them the fact that state educational leadership, as it relates to the education of American Indian children, shall be challenged to the fullest, to ensure fair and equal participation by each member state and guidance in operations and policy formation.

ARTICLE I

NAME, AUTHORITY, AND DISSOLUTION

SECTION 1: NAME

The name of this organization shall be the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION.

SECTION 2: AUTHORITY

These Bylaws have been adopted pursuant to authority evidenced by letters of recognition issued by each state S.E.A. which desires membership dated prior to May 15, 1977.

SECTION 3: DISSOLUTION

After written notice to, and approval of, the Executive Officers of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION, the Consortium may be voluntarily dissolved by a vote of a majority of the members present and voting at a meeting called expressly for this purpose. The Consortium shall also be deemed dissolved when its authority has been revoked by a majority of the Chief State School Officers of member S.E.A.'s. Upon the dissolution of the Consortium, all the Consortium's property, books, and records shall be transferred and delivered promptly into the custody of such person as is designated by the Executive Committee of the Consortium to receive such property on its behalf.

ARTICLE II

PURPOSE, OBJECTIVES, AND EVALUATION

SECTION 1: PURPOSE

The purpose of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be to assist the member persons of S.E.A.'s to bring about the most effective Indian Education program possible. In achieving this purpose, the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall provide advice and assistance regarding national policy and legislation affecting Indian education. The MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be the advising, coordinating, and evaluating agency for its membership representing State Educational Agencies in order to further the purpose of Indian education. No Consortium member shall be required to provide any sum of money, property, or service other than the services described herein, to the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION. The Committee shall have no power to bind any member of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION or its member S.E.A.'s to any debt, liability, or obligation in the absence of an express written authorization from the party to be bound. The MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall have no powers beyond those expressly set forth herein.

SECTION 2: OBJECTIVES

The objectives of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be:

1) To obtain immediate sanction and establishment of a viable Consortium of interested S.E.A.'s to provide direction and continuity to the programs which affect Indian education.

2) To assist the participating S.E.A.'s in assessing their present system of providing educational services to Indian people.

3) To assist the participating S.E.A.'s to develop leadership roles in the delivery of educational services to Indian communities.

SECTION 3: EVALUATION

At an annual meeting expressly called for this purpose, the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall undertake an evaluation of the Consortium's purpose and objectives. The accomplishment of purpose and objectives shall be the basis for a recommendation to its membership and to the Chief State School Officers of member S.E.A.'s for authority to continue or dissolve the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION.

ARTICLE III

COMPOSITION, MEMBERSHIP, AND APPOINTMENT

SECTION 1: COMPOSITION

Membership in the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be of one class and shall be open to any state, within the United States of America, with a responsibility for the education of American Indian children, upon a written commitment from the Chief State School Officer of the state requesting membership.

SECTION 2: MEMBERSHIP

Membership in the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be composed of one or more representatives from each participating state who have a direct staff responsibility for Indian Education programs. It is desirable, but not mandatory, that the state representatives be of American Indian descent.

SECTION 3: APPOINTMENT

State representatives of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be appointed annually by the Chief State School Officer of each member state and shall serve for the duration of the state's membership unless she/he ceases to be a staff person with direct staff responsibility for Indian Education programs.

SECTION 4: VOTING RIGHTS

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION. Proxy voting shall not be permitted unless in writing.

SECTION 5: TERMINATION OF MEMBERSHIP

A state representative shall no longer hold membership on the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION should she/he cease to be a staff person with direct responsibility for Indian Education programs within a member state. State membership will automatically terminate if a state representative is absent from all regular and special meetings for three consecutive meetings.

SECTION 6: RESIGNATION

Any member state may resign by filing a written resignation from the Chief State School Officer with the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION.

SECTION 7: VACANCY

Any vacancy on the Executive Committee caused by resignation, re-assignment, or other reasons by a state representative shall be filled through appointment by the other officers of the Executive Committee.

ARTICLE IV

EXECUTIVE COMMITTEE

SECTION 1: OFFICERS

The officers of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be a president, vice-president, secretary, and two other officers who shall serve as directors on the Executive Committee. No officer shall serve more than two consecutive one-year terms for the same office.

SECTION 2: ELECTION AND TERM OF OFFICE

The officers of the Executive Committee shall be elected annually at the first meeting and shall serve for one year. The term of office is from July 1 through June 30 of each year. A majority of all votes cast shall be necessary to constitute an election. Officers may be elected for no more than two consecutive one-year terms for the same office.

SECTION 3: REMOVAL

Any officer elected by the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION may be removed by a two-thirds roll call vote of the Consortium whenever, in their judgment, the Consortium would be served thereby.

SECTION 4: VACANCY

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Executive Committee

of the Consortium for the unexpired position of the term. Such interim appointments will be approved or rejected by the membership at its next regular meeting. If rejected, the full membership present at the meeting will nominate and elect interim officers.

SECTION 5: PRESIDENT

The president shall preside at all meetings of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION and may sign all letters, reports, and other communications of the Committee. In addition, he/she shall perform all duties as may be prescribed by the Consortium.

SECTION 6: VICE-PRESIDENT

The duties of the vice-president shall be to represent the president, substitute for the president during his/her absence and perform other duties as assigned by the president, by the Executive Committee, or by the Consortium membership.

SECTION 7: SECRETARY

The secretary shall keep the minutes of the meetings, both regular and special, of the Consortium and shall transmit to persons designated by the Consortium, true and correct copies of the minutes; see that all notices are duly given in accordance with provisions of these bylaws; be custodian of the Consortium's records; keep a register of the mailing addresses and telephone numbers of each member of the Consortium; and

perform all duties of secretary and such other duties as assigned by the president. The duties of secretary may be delegated to a person providing staff support to the Consortium; however, the secretary must attest to the accuracy of the documents.

ARTICLE V

MEETINGS OF THE MULTI-STATE CONSORTIUM ON INDIAN EDUCATION

SECTION 1: REGULAR MEETINGS

The MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall meet regularly three times each year at times to be determined by the Executive Committee and/or the membership.

SECTION 2: SPECIAL MEETINGS

Special meetings may be called by the president, the Executive Committee or by a majority vote of the membership.

SECTION 3: PLACE OF MEETINGS

The MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall hold its regular meetings in member states as determined by the Executive Committee, the membership, and/or the invitations of particular states.

SECTION 4: NOTICE OF MEETINGS

Regular meetings of the Consortium shall be noticed whether or not there is a change in the established time and location. All special meetings

shall be noticed. Notice shall be in writing and shall state the day, hour, and location of the meeting and shall be mailed not less than three weeks prior to the meeting. Notice shall include specific items for discussion and/or action by the Consortium.

SECTION 5: DECISION OF CONSORTIUM

All decisions of the Consortium shall be made only after an affirmative vote of a majority of its members in attendance, provided there is a quorum.

SECTION 6: QUORUM

The presence of a majority of the member states shall be required in order to make a quorum, necessary for the transaction of business of the Consortium. In the absence of a quorum, a lesser number may adjourn the meeting from time to time.

SECTION 7: CONDUCT OF MEETINGS

All regular and special meetings of the Consortium shall be conducted in accordance with Robert's Rules of Order or an appropriate version thereof.

SECTION 8: MEETINGS OPEN TO THE PUBLIC

Meetings of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION shall be open to the public, and Indian parents and students will be encouraged to attend.

SECTION 9: EXECUTIVE SESSIONS

Executive sessions of the Consortium may be called by a majority of voting members in regular or special session, providing there is a quorum. Executive sessions must be used specifically to deal with financial or personnel matters of the Consortium, and the motion calling for the session must be so stated for the record. Formal action of the Consortium shall not be taken in any executive session.

SECTION 10: AGENDA

The agenda for each meeting shall be prepared by the executive officers of the Consortium. Individual members of the Consortium are encouraged to submit agenda items to the officers or to present their proposals formally under the agenda items of "New Business."

SECTION 11: MINUTES

Minutes of regular and special meetings of the Consortium shall be kept and approved by a voting majority of the members of the Consortium in a regular meeting, and the accuracy of the minutes shall be attested to by the secretary of the Consortium. Copies of the minutes shall be distributed to each member state and to the Chief State School Officer of each state and to any other agency or individual designated by the Committee.

SECTION 12: ADJOURNMENT

A majority of the members present at any meeting may adjourn the meeting.

ARTICLE VI

AMENDMENTS

These Bylaws may be amended at any time by a two-thirds affirmative vote of the members of the Consortium provided that the amendment is to further carry out the purposes and objectives of the Consortium as previously stated. Any amendment must conform with the requirements and stipulations imposed by the National Council of Chief State School Officers.

IN WITNESS WHEREOF, the Executive Officers of the MULTI-STATE CONSORTIUM ON INDIAN EDUCATION have caused these Bylaws to be duly executed on the _____day of _____, 1977.

SIGNED:_____

President, MULTI-STATE
CONSORTIUM ON INDIAN EDUCATION

SIGNED:_____

Secretary, MULTI-STATE
CONSORTIUM ON INDIAN EDUCATION

F.

RESOLUTION TO COUNCIL OF CHIEF STATE SCHOOL

OFFICERS AND FINAL OPTION

RESOLUTION

To: Council of Chief State School Officers

Whereas, the Consortium of States on Indian Education (hereinafter referred to as the Consortium) has proved itself a viable Forum for the consideration of the role of the State Education Agencies in the education of American Indian and Alaskan Natives, and

Whereas, difficulties encountered in meeting the educational needs of American Indian and Alaskan Natives necessitates continued deliberation by an established group of State Education Agency persons to address those needs, and

Whereas, available data indicate continuing concerns in equal educational opportunity; i.e., desegregation, bi-lingual-bi-cultural education, and inequities of finance, and

Whereas, there has been, and continues to be, little concentrated effort to assist the State Education Agencies in meeting their obligations to American Indians and Alaskan Natives within the public school system, and

Whereas, the Consortium believes that the Council of Chief State School Officers should recognize, consider and support the efforts of Indian educators to address the educational needs of American Indians and Alaskan Natives,

THEREFORE BE IT RESOLVED THAT

The council of Chief State School Officers accept the Consortium as an advisory body to their Council and commit their support to the

Consortium in matters concerning the education of American Indians and Alaskan Natives.

Signed,

Sylvia Carlsson, President

Mike Mueller, Secretary

DS-RSLH

STATE OF ALASKA

APR 21 1977

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF EDUCATION

DIVISION OF ADMINISTRATIVE SERVICES

650 INTERNATIONAL AIRPORT
ANCHORAGE, ALASKA 99502

April 18, 1977

To: Members, Consortium of States
on Indian Education

From: Sylvia Carlsson
Interim President

Subject: Council of Chief State
School Officers Meeting
May 11, 1977, Washington, D.C.

Greetings from the far North. After our meeting in Denver the New Executive Committee (Mike, Josie, Les, and I; Overton had gone back to Oklahoma) met and discussed strategy for immediate Consortium activities. Mike agreed to re-write the resolution and organizational chart. I agreed to re-write the rest of the package (introduction, rationale statement, Constitution, and bylaws. All of these items are enclosed and I do hope they meet with your approval.

Before leaving Denver, I placed calls to Byron Hansford, and to Dr. John Porter to inform them of our recent activities. Both gentlemen expressed enthusiasm for our plan and both encouraged us to continue working through our respective chiefs.

The next meeting of the CCSSO's is scheduled for May 11 at the Capitol Sheraton Hotel in Washington, D.C. Dr. Lind has supported placing the Consortium plan on the May 11 agenda (my letter to Dr. Porter and Marshall's letter to the other CSSO's are enclosed).

I plan to send copies of Dr. Porter's response and an agenda to you as soon as I receive them.

In the meantime, I would appreciate your taking the time to discuss the Consortium plan with your commissioner or superintendent before May 11.

OS:BSLH

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF EDUCATION

DIVISION OF ADMINISTRATIVE SERVICES

650 INTERNATIONAL AIRPORT
ANCHORAGE, ALASKA 99502

April 11, 1977

Dr. John W. Porter
Superintendent of Public Instruction
Michigan Department of Education
P. O. Box 30008
Lansing, Michigan 48909

Dear Dr. Porter:

As a follow up to our recent telephone conversation regarding the Consortium of States on Indian Education, I am enclosing, for your information, a resolution, rationale statement, constitution, and bylaws approved by the Consortium during its March 30-31, 1977, meeting in Denver, Colorado.

Les Gemmill of your staff was elected vice-president of the organization. I'm sure Les will have had an opportunity to discuss with you the details of the Consortium's activities by the time you've received this letter.

It is the desire of the Consortium members that we seek an alliance with the Council of Chief State School Officers in our efforts to identify the role of states in educating Indian youngsters and to further enhance educational opportunities for American Indians and Alaskan Natives in the public school system. To this end, I would appreciate having an opportunity, as the Consortium's president, to present the proposed organizational plan and idea to the Council of Chief State School Officers at your May 11 meeting in Washington, D. C.

We, of course, recognize the importance of your meeting with the U. S. Office of Education in Washington, and do not wish to infringe on your deliberations there. However, if it is at all possible for the Council to consider our proposed plan at this early date, we would certainly appreciate the opportunity of presenting it.

I can be reached at (907) 276-4215 in Anchorage if you should have any questions.

Sincerely,

Sylvia Carlsson

Sylvia Carlsson, Special Assistant to the
Commissioner of Education and President
of the Consortium of States on Indian Education

APR 21 1977

05-81LH

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F—ALASKA OFFICE BUILDING
JUNEAU 99811

April 15, 1977

Honorable Howard B. Casmey
Commissioner of Education
State Department of Education
St. Paul, Minnesota 55101

Dear Commissioner Casmey:

I have had a chance to review the recent activities of the Consortium of States on Indian Education with my Special Assistant, Sylvia Carlsson. I feel that the Consortium has gone to a great deal of effort to develop a worthwhile plan. With some minor adjustments to the plan in order to accommodate all interested states, I believe the plan would be workable and certainly one that the Council of Chief State School Officers should consider. I have recommended that we place this item on the agenda for our May 11 meeting in Washington, D.C.

Copies of a letter to John Porter and the Plan are enclosed for your information.

Sincerely,

Marshall L. Lind
Commissioner

MLL:mv

Enclosure

Letters from Commissioner Marshall L. Lind (Alaska) were mailed to the following Chief State School Officers:

Honorable Carolyn Warner
Supt. of Public Instruction
State Department of Education
Phoenix, Arizona 85007

Honorable Barbara S. Thompson
Supt. of Public Instruction
State Dept. of Public Instruction
Wisconsin Hall - 126 Langdon St.
Madison, Wisconsin 53702

Honorable Leslie R. Fisher
Supt. of Public Instruction
State Department of Education
Oklahoma City, Oklahoma 73105

Honorable Ewald B. Nyquist
Commissioner of Education
State Department of Education
Albany, New York 12224

Honorable Howard B. Casmey
Commissioner of Education
State Department of Education
St. Paul, Minnesota 55101

Honorable John W. Porter
Supt. of Public Instruction
State Department of Education
Lansing, Michigan 48902

Honorable Cyril B. Busbee
Supt. of Education
State Department of Education
Columbia, South Carolina 29201

Honorable Walter D. Talbot
Supt. of Public Instruction
State Board of Education
Salt Lake City, Utah 84111

Honorable J. Snortland
Supt. of Public Instruction
State Dept. of Public Instruction
Bismarck, North Dakota 58501

Honorable Thomas C. Todd
Superintendent of Public Instruction
State Capitol Building
Pierre, South Dakota 57501

Honorable Leonard J. Delayo
Supt. of Public Instruction
State Department of Education
Santa Fe, New Mexico 87501

Honorable Calvin M. Frazier
Commissioner of Education
State Department of Education
Denver, Colorado 80203

Honorable Gregory R. Anrig
Commissioner of Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Honorable Daniel B. Taylor
Superintendent of Schools
State Department of Education
Charleston, West Virginia 25305

Honorable Frank B. Brouillet
Supt. of Public Instruction
Office of the Superintendent of
Public Instruction
Olympia, Washington 98501

Honorable A. Craig Phillips
Supt. of Public Instruction
State Dept. of Public Instruction
Raleigh, North Carolina 27611

Honorable Georgia R. Rice
Supt. of Public Instruction
Office of the State Superintendent
State Capitol
Helena, Montana 59601

Honorable Wilson C. Riles
Supt. of Public Instruction
and Director of Education
State Department of Education
Sacramento, California 95814

A PLAN FOR IDENTIFYING STATES' ROLES IN INDIAN EDUCATION AND ENHANCING EDUCATIONAL OPPORTUNITIES FOR AMERICAN INDIANS AND ALASKAN NATIVES

PRESENTED TO: THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

BY: THE CONSORTIUM OF STATES ON INDIAN EDUCATION
EXECUTIVE COMMITTEE

APRIL, 1977

INTRODUCTION:

The Consortium of States on Indian Education is not a new organization. The idea of structuring the Consortium as it is now constituted evolved from the activities of an inter-state cooperative project funded under Title V of the Elementary and Secondary Education Act, which was sponsored through the Minnesota Department of Education. The project began in the Spring of 1975 with 13 states participating: Alaska, Arizona, California, Colorado, Michigan, Minnesota, Montana, New Mexico, New York, North Carolina, South Dakota, Oklahoma, and Washington.

Primary goals of the project included gathering information, discussing programs, disseminating information about exemplery Indian education programs, and planning strategies for the improvement of Indian education within the participating states.

During the second year of the funding cycle, the member states of the Consortium agreed to assist the U. S. Office of Indian Education, Title IV, Part A, in sponsoring technical assistance workshops for school district personnel and parent committees involved in Title IV projects. Although the funding from the U. S. Office of Indian Education was inadequate, the states managed to conduct successful workshops. A year-end report for the Consortium's activities and a report on the technical assistance workshops are available through Dr. Mildred Mueller, Minnesota Department of Education. Both reports contain a wealth of information on Indian education programs. Such information should be used for developing position papers, research projects, etc.

At its December, 1976, meeting in Phoenix, Arizona, the Consortium decided to explore the possibilities for continuing its activities. A planning committee was appointed and given the specific task of investigating

and developing alternatives for continuing the Consortium. That committee was also given the responsibility for planning the next meeting of the Consortium.

Four possible options were explored and developed by the planning Committee at a January, 1977, meeting in Denver: 1) direct funding from the National Institute of Education or another similar source included a staff, national meetings and a research project; 2) establishment of an alliance with the Council of Chief State School Officers; 3) establishment of a partnership with the Education Commission of States; and 4) continuation of the Consortium with no direct funding.

The Consortium met in Denver, Colorado on March 30-31, 1977. The following states participated in the meeting: Alaska, Arizona, California, Colorado, Michigan, Minnesota, New Mexico, New York, North Carolina, South Dakota, Oklahoma, Utah, Washington, and Wisconsin. After careful deliberation of the options presented by the planning committee, a unanimous decision was made to pursue the second option.

A resolution, rationale statement, constitution, and bylaws were approved by the Consortium members. The election of officers conducted during that same meeting resulted as follows:

Sylvia Carlsson, Alaska - President
Les Gemmill, Michigan - Vice-President
Dr. Mildred Mueller, Minnesota - Secretary
Josie Whiteagle, South Dakota - Member
Overton James, Oklahoma - Member

The executive committee of the Consortium accepted the responsibility for making the necessary contacts and pursuing the establishment of an alliance with the Council of Chief States School Officers. Hopefully, favorable results can be reported back to the Consortium at its next meeting to be held sometime in mid-summer.

RATIONALE STATEMENT:

The existence of Indian Education units and the visibility of Indian education personnel in state departments of education in several states can be construed as a commitment to the education of Indian children. It would be meaningless here to try to interpret the commitment on a national basis because each state responds differently to its constituency. The commitment may be a moral, a political, or a legal one; a combination of all three; or something else. Whatever the interpretation, it is evident that state departments of education have attempted to do "something" about Indian education.

The proper role of states in Indian Education may be somewhat unclear. However stated, the question is not one without legal dimensions. The unique relationship of the Federal government to American Indians and Alaskan Natives is indisputable. However, the United States Constitution leaves educational functions in the hands of states, and all Indians are citizens of their states. Approximately 70 percent of all Indian children attend public schools; and yet, federal agencies and other organizations continue to concern themselves with the education of Indian children. Congress passed, in 1972, the Indian Education Act (Public Law 92-318) in recognition of the special educational needs of American Indians and Alaskan Natives as pointed out in the findings and recommendations of past Congressional studies. For some reason, various states have failed to meet these special educational needs of Indian children. State departments of education were virtually unrecognized in the passage of Public 92-318. A relationship between the U. S. Office of Indian Education and parent committees at the local educational agency level has been established. The "sting" of federal by-pass in this major piece of legislation, however, caused only a minor ripple in state departments of education. In some cases,

this merely added to the confusion and frustration of clearly identifying the "proper role" of states in educating Indian children.

The passage of Public Law 93-638 or the "Indian Self-Determination and Education Assistance Act" has the potential of further clouding the issue of the "proper role" of states in educating Indians. Indian school districts and Indian controlled school boards, established outside the framework of state government may be used to absolve some states, at least morally, from meeting their constitutional obligations to Indian children. If there is a provision for "copping out," some states will take that route.

The Civil Rights Act of 1964 is another piece of legislation, which has caused uncertainty on the part of state officials when applied to the Indian Community. Some states have assumed a posture of "we're damned if we do and damned if we don't," and are content to leave the matter for the courts to resolve. The application of desegregation efforts to the Indian Community is admittedly rife with legal pitfalls; however, it is incumbent upon state governments to untangle this mess. The approach taken, whether collectively or individually, should depend on the seriousness of the problem. There is little indication that enforcement proceedings by the U. S. Office of Civil Rights will diminish with a new administration. One can speculate that these efforts will become more vigorous and the "spin-off" will impact on the Indian Community.

The Johnson-O'Malley Act of 1934 was the federal government's mechanism to induce states to take a more active role in the education of Indians; Public Laws 874 and 815 were designed to augment this mechanism. However, national statistics on Indian education show that this challenge has not yet been met.

The federal government has an inviolable fiduciary responsibility to

Indians, and there exists a political--not a racial--relationship between the federal government and Indians. Where in this maze of federal legislation, organizational structures, and conflicting policies lies the "proper role" of states in educating Indians?

A much talked-about change in the Johnson-O'Malley Act coupled with the expiration of Public Law 92-318 in 1978 deserves the close attention of the states, collectively or individually. The report of the Education Task Force of the American Indian Policy Review Commission also recommends that states become more intimately involved with the "happenings" on the National level in Indian education.

On March 1, 1975, the Minnesota Department of Education received funding, under Title V of the Elementary and Secondary Education Act, for a project designed to "upgrade" state departments of education in Indian education. A Consortium of thirteen states was formed, and the project was launched. Over the two-year period, the issues outlined above, were addressed, somewhat sporadically, by the members of the Consortium. The business of fulfilling goals, objectives, and activities of the funded project, precluded a more in-depth study of the issues. However, the project was designed toward individual states' needs and projects, and as pointed out in the Introduction, the project was successful.

It would be impossible, if not impolitic, for a group of Indian advisors to strike a new direction, for the express purpose of identifying the states' roles in Indian education without establishing a liaison with the "powers that be." A link-up with the Council of Chief State School Officers is, therefore, the basis of this proposal, which was presented and approved by the 14-state Consortium at its meeting in Denver, Colorado, on March 30-31, 1977.

All states with an interest in identifying and strengthening the states' role in Indian education will be invited to join, and each state representative will be required to provide his/her own transportation and per diem costs (that is the cost will be borne by respective states). The Council of Chief State School Officers will be requested to provide staff support for the Consortium's activities if the Council agrees to the liaison.

GOAL STATEMENT:

1.0 THE GOAL OF THE CONSORTIUM OF STATES ON INDIAN EDUCATION SHALL BE TO ASSIST AND ADVISE THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS IN SUPPORTING AND PROMOTING EFFECTIVE INDIAN EDUCATION PROGRAMS.

2.0 THE CONSORTIUM OF STATES ON INDIAN EDUCATION SHALL SEEK TO COORDINATE AND COMMUNICATE WITH OTHER INDIAN EDUCATION ENTITIES SUCH AS TRIBES, INDIAN ORGANIZATIONS, AND LOCAL INDIAN EDUCATION COMMITTEES TO EFFECTIVELY ASSIST AND ADVISE THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS ON INDIAN EDUCATION MATTERS.

OBJECTIVES:

1.1 Establishment of a Consortium of States on Indian Education advisory to the Council of Chief State School Officers subsequent to the adoption of a constitution and bylaws of the Consortium.

1.2 To meet and confer with the Executive Committee, Executive Secretary of the Council of Chief State School Officers or appropriate persons to establish tasks for the Consortium.

1.3 To recommend to the Council of Chief State School Officers the establishment of an Indian staff position within its present framework to coordinate the activities of the Consortium.

ACTIVITIES:

---Development of a position paper on the states' role in providing technical assistance to local educational agencies which use funding from Public Law 92-318.

---Development pf a position paper on the Educational Task Force report of the American Indian Policy Review Commission.

---Development of recommendations on Public Law 92-318 or the "Indian Education Act." This law will expire in 1978 or it will be re-enacted. Changes should reflect the states' position.

---Other activities as assigned by the Council of Chief State School Officers.

ORGANIZATIONAL CHART

ADVISORY TO CCSSO

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Executive Secretary
Byron Hansford

Consortium of States on
Indian Education

Indian Advisory Council (Consortium members)

Indian Education Staff Person

GOAL 1.0: The goal of the Indian Advisory Committee shall be to assist and advise the CCSSO in supporting and promoting effective Indian education programs within the respective states.

OBJECTIVE 1.1: To establish a committee advisory to the CCSSO subsequent to the adoption of a constitution and by-laws.

OBJECTIVE 1.2.: To meet and confer with the executive secretary of CCSSO or appropriate person(s) to establish specific tasks.

OBJECTIVE 1.3: To recommend to the CCSSO the establishment of a staff position within their present framework to coordinate the activities of a multi-state committee.

GOAL 2.0: The Consortium of States on Indian Education shall seek to coordinate and communicate with other Indian education entities, such as tribes, Indian organizations, and local Indian education committees, to effectively assist and advise the Council of Chief State School Officers on Indian education matters.

(INTERIM)

CONSTITUTION AND BYLAWS

OF

THE CONSORTIUM OF STATES ON INDIAN EDUCATION

APPROVED: MARCH 31, 1977

(INTERIM) CONSTITUTION AND BYLAWS

THE CONSORTIUM OF STATES ON INDIAN EDUCATION

P R E A M B L E

WE, as member states of the CONSORTIUM OF STATES ON INDIAN EDUCATION, recognize the challenge of the great changes that have taken place within out respective states which affect the education of American Indians and Alaskan Natives.

We believe sincerely that it is the obligation and responsibility of each state to provide the highest standard of education for each American Indian and Alaskan Native child.

We also believe that the state education agencies must be kept close to the American Indian and Alaska Native people and responsive to their will.

We are committed to the principles of equal educational opportunity for all children, and to the objectives of this Consortium to improve the states' delivery of services to American Indian and Alaskan Native children in all fields of educational endeavor. To foster these principles, the member states of the CONSORTIUM OF STATES ON INDIAN EDUCATION are enjoined to keep before them the fact that state educational leadership, as it relates to the education of American Indian and Alaska Native children shall be challenged to the fullest, to ensure fair and equal participation by each member state and guidance in operations and policy formulation.

ARTICLE I

NAME, AUTHORITY, AND DISSOLUTION

SECTION 1: NAME

The name of this organization shall be the CONSORTIUM OF STATES ON INDIAN EDUCATION.

SECTION 2: AUTHORITY

These Bylaws have been adopted pursuant to authority evidenced by a letter of recognition issues by the Council of Chief State School Officers, dated _____.

SECTION 3: DISSOLUTION

After written notice to, and approval of, the Executive Officer of the Council of Chief State School Officers, the Consortium may be voluntarily dissolved by a vote of a majority of the members present and voting at a meeting called expressly for this purpose. The Consortium shall also be deemed dissolved when its authority has been revoked by the Council of Chief State School Officers. Upon the dissolution of the Consortium, all the Consortium's property, books, and records shall be transferred and delivered promptly into the custory of such person as is designated by the Council of Chief State School Officers to receive such property on its behalf.

ARTICLE II

PURPOSE, OBJECTIVES, AND EVALUATION

SECTION 1: PURPOSE

The purpose of the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be to assist the Council of Chief State School Officers to bring about the most effective

Indian education program possible. In achieving this purpose, the CONSORTIUM OF STATES ON INDIAN EDUCATION shall provide advice and assistance regarding national policy and legislation affecting Indian education. The CONSORTIUM shall be the advising, coordinating, and evaluating agency for the Council of Chief State School Officers in order to further the purpose of Indian Education. No Consortium member shall be required to provide any sum of money, property, or service other than the services described herein, to the CONSORTIUM. The CONSORTIUM shall have no power to bind any member of the CONSORTIUM or the COUNCIL OF CHIEF STATE SCHOOL OFFICERS to any debt, liability, or obligation in the absence of an express written authorization from the party to be bound. The CONSORTIUM shall have no powers beyond those expressly set forth herein.

SECTION 2: OBJECTIVES

The objectives of the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be:

1) To advise the Council of Chief State School Officers on all matters pertaining to national Indian education policy;

2) To advise the Council of Chief State School Officers on all matters pertaining to national legislation affecting the education of Indian children.

3) To develop alternative organizational strategies for improvement of the delivery of educational services to Indian children;

4) To perform all other functions, to the extent required, as designated by the Council of Chief State School Officers.

SECTION 3: EVALUATION

At an annual meeting expressly called for this purpose, the CONSORTIUM shall undertake an evaluation of the CONSORTIUM's purpose and objectives. The accomplishment of purpose and objectives shall be the basis for a recommendation to the Council of Chief State School Officers for authority to continue or dissolve the CONSORTIUM.

ARTICLE III

COMPOSITION, MEMBERSHIP, AND APPOINTMENT

SECTION 1: COMPOSITION

Membership in the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be of one class and shall be open to any state, within the United States of America, with a responsibility for the education of American Indians and Alaskan Natives, upon a written commitment from the Chief State School Officer of the state requesting membership.

SECTION 2: MEMBERSHIP

Membership on the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be composed of one or more representatives from each participating state who have a direct staff responsibility for Indian education programs. It is desirable, but not mandatory, that the state representatives be of American Indian or Alaskan Native descent.

SECTION 3: APPOINTMENT

State representatives of the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be appointed annually by the Chief State School Officer of each member state and shall serve for the duration of the state's membership unless he/she ceases to be a staff person with direct staff responsibility for Indian education.

SECTION 4: VOTING RIGHTS

Each member state shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the CONSORTIUM. Proxy voting shall not be permitted unless in writing.

SECTION 5: TERMINATION OF MEMBERSHIP

A state representative shall no longer hold membership in the CONSORTIUM should he/she cease to be a staff person with direct responsibility for Indian education programs within a member state. State membership will automatically terminate if a state representative is absent from all regular and special meetings for three consecutive meetings.

SECTION 6: RESIGNATION

Any member state may resign by filing a written resignation from the Chief State School Officer with the CONSORTIUM Executive Committee.

SECTION 7: VACANCY

Any vacancy caused by resignation, re-assignment, or other reasons by a state representative shall be filled through appointment by the Chief State School Officer of the member state.

ARTICLE IV

SECTION 1: OFFICERS

The officers of the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be a president, Vice-President, Secretary, and two other officers. The officers shall not serve more than two consecutive one-year terms for the same office.

SECTION 2: ELECTION AND TERM OF OFFICE

The officers of the CONSORTIUM shall be elected annually at the first meeting and shall serve for one year. The term of office is from _____ through _____ of each year. A majority of all votes cast shall be necessary to constitute an election. Officers may be elected for no more than two consecutive one-year terms for the same office.

SECTION 3: REMOVAL

Any officer elected by the CONSORTIUM may be removed by a two-thirds roll call vote of the Consortium whenever, in their judgment, the Consortium would be served thereby.

SECTION 4: VACANCY

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the CONSORTIUM for the unexpired position of the term.

SECTION 5: PRESIDENT

The President shall preside at all meetings of the CONSORTIUM OF STATES ON INDIAN EDUCATION and may sign all letters, reports, and other communications of the Consortium. In addition, he/she shall perform all duties as may be prescribed by the Consortium.

SECTION 6: VICE-PRESIDENT

The duties of the vice-president shall be to represent the president substitute for the president during his/her absence and perform other duties as assigned by the president or by the Consortium.

SECTION 7: SECRETARY

The secretary shall keep the minutes of the meetings, both regular and special, of the Consortium and shall transmit to persons designated by the Consortium, true and correct copies of the minutes; see that all notices are duly given in accordance with provisions of these bylaws; be custodian of the Consortium's records; keep a register of the mailing addresses and telephone numbers of each member of the Consortium; and perform all duties of secretary and such other duties as assigned by the president. The duties of secretary may be delegated to a person providing staff support to the Consortium; however, the Secretary must attest to the accuracy of the documents.

ARTICLE V

MEETINGS OF THE CONSORTIUM OF STATES ON INDIAN EDUCATION

SECTION 1: REGULAR MEETINGS

The CONSORTIUM OF STATES ON INDIAN EDUCATION shall meet regularly _____ times each year on the _____ day of _____, _____, _____, and _____.

SECTION 2: SPECIAL MEETINGS

Special meetings may be called by the president or by a majority vote of the Consortium.

SECTION 3: PLACE OF MEETINGS

The CONSORTIUM OF STATES ON INDIAN EDUCATION shall hold its regular meetings in a state and place designated by the Consortium prior to the adjournment of its last meeting.

SECTION 4: NOTICE OF MEETINGS

Regular meetings of the Consortium shall be noticed whether or not there is a change in the established time and location of the meeting. All special meetings shall be noticed. Notice shall be in writing and shall state the day, hour, and location of the meeting and shall be mailed not less than two (2) weeks prior to the meeting. Notice shall include specific items for discussion and/or action by the Consortium.

SECTION 5: DECISION OF CONSORTIUM

All decisions of the Consortium shall be made only after an affirmative vote of the majority of members in attendance provided there is a quorum.

SECTION 6: QUORUM

The presence of two-thirds members shall be required in order to make a quorum, necessary for the transaction of business of the Consortium. In the absence of a quorum, a lesser number may adjourn the meetings from time to time.

SECTION 7: CONDUCT OF MEETINGS

All regular and special meetings of the Consortium shall be conducted in accordance with Robert's Rules of Order or an appropriate version thereof.

SECTION 8: MEETINGS OPEN TO THE PUBLIC

Meetings of the CONSORTIUM OF STATES ON INDIAN EDUCATION shall be open to the public and Indian parents and students will be encouraged to attend.

SECTION 9: EXECUTIVE SESSIONS

Executive sessions of the Consortium may be called by a majority of voting members in regular or special session, providing there is a quorum. Executive

sessions must be used specifically to deal with financial or personnel matters of the Consortium, and the motion calling for the session must be so stated for the record. Formal action of the Consortium shall not be taken in any executive session.

SECTION 10: AGENDA

The agenda for each meeting shall be prepared by the Executive Committee of the Consortium. Individiual members of the Consortium are encouraged to submit agenda items to the officers or to present their proposals formally under the agenda items of "new business."

SECTION 11: MINUTES

Minutes of regular and special meetings of the Consortium shall be kept and approved by a voting majority of the members of the Consortium in a regular meeting, and the accuracy of the minutes shall be attested to by the secretary of the Consortium. Copies of the minutes shall be distributed to each member state and to the Council of Chief State School Officers and to any other agency or individual designated by the Consortium.

SECTION 12: ADJOURNMENT

A majority of the members present at any meeting may adjourn the meeting.

ARTICLE VI: AMENDMENTS

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the Consortium provided that the amendment is to further carry out the purposes and objectives of the Consortium as previously stated. Any amendment must conform with the requirement and stipulations imposed by the Council of Chief State School Officers.

IN WITNESS WHEREOF, the Executive Officer of the Council of Chief State School Officers and the President of the Consortium of States on Indian Education have caused these bylaws to be duly executed on this _____ day of _____, 19 ____.

Signed: _____
Executive Officer of the Council of Chief State School Officers

Signed: _____
President, Consortium of States on Indian Education

G.

CONTINUATION PLANS

State of Minnesota

Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

November 9, 1976

Mr. Joseph M. Cronin
Sup't. of Education
Springfield, Illinois 62706

Dear Mr. Cronin:

As you are probably aware, Minnesota has been the host state for a thirteen state Consortium of States to upgrade Indian Education for the past two years. Two representatives from each of the thirteen S.E.A.'s have met six times in six different states to discuss issues that affect the education of Indian youngsters across the country. Though research efforts were not as extensive as hoped for, a great deal of information, assistance, resources and expertise has been shared and made available to leaders in Indian education at the state levels.

Funding for the Consortium was granted by Commissioner Bell via a Title V, Section 505 grant. This grant will expire on February 28, 1977. The Consortium members have explored other sources of financing in order to continue a very valuable sharing and dissemination vehicle. However, funding sources for S.E.A. activities seem to be in short supply at the present. Therefore, the Consortium membership has asked me, as President of the Chief State School Officers and Commissioner of the Minnesota State Department of Education, to enlist your support in the continuation of Consortium activities.

Specifically, I am asking each state to set aside $4,000 of its Title IV Part C (old Title V) S.E.A. monies beginning in FY 78 (July 1, 1977 - June 30, 1978) for the support and continuation of Consortium activities. This sum would remain in your state to cover the travel and expenses of your state representatives, and/or cover some meeting expenses if your state were willing to host a meeting. It would also allow some printing, copying or mailing expenses to permit the states to keep participant states informed and supplied with current legislation, curriculum developments, conferences, appropriations and details on state endeavors.

The area of Indian education will be of increasing importance over the next several years. The programs, funding sources, legislation etc. are in various states of fluctuation and reassessment. Bilingual bicultural needs, new formulas in Johnson-O'Malley, certification, Title IV, alternative education, curriculum, etc. will be under discussion and consideration now and in the future. It would be to the benefit of Indian youngsters, Indian parents,

S.E.A. personnel, and education in general to find ways of keeping our Indian education staff cognizant of developments and opportunities in the field.

Therefore, I would urge you to set aside funds for the continuation (or involvement) of your S.E.A. in the activities of the Consortium. Please feel free to call me or Mike Mueller, Consortium Coordinator (612-296-6458) if you have further questions.

Sincerely,

Howard B. Casmey, Commissioner
Minnesota S.D.E.

HBC/MKM/crs

Letters to Chief State School Officers from host state Commissioner Howard B. Casmey regarding funds for continuation of Consortium activities were sent to the following:

Mr. Wilson Riles
Supt. of Public Instruction
Director of Bilingual Ed.
721 Capitol Mall
Sacramento, California 95814

Mr. Marshall L. Lind, Commissioner
Department of Education
Pouch F - Alaska Office Bldg.
Juneau, Alaska 99801

Ms. Carolyn Warner
Supt. of Public Instruction
1535 West Jefferson St.
Phoenix, Arizona 85007

Mr. Calvin Frazier
Commissioner of Education
Colorado Department of Education
Denver, Colorado 80203

Mr. John W. Porter
Supt. of Public Instruction
State Department of Education
Lansing, Michigan 48902

Dr. Frank Brouillet
Supt. of Public Instruction
Office of the Supt. of Public Inst.
Olympia, Washington 98501

Mr. Ewald B. Nyquist
Commissioner of Education
State Department of Education
Albany, New York 12224

Mr. A. Craig Phillips
Supt. of Public Instruction
State Department of Education
Raleigh, North Carolina 27611

Ms. Dolores Colburg
Supt.of Public Instruction
State Capitol
Helena, Montana 59601

Mr. Leonard J. DeLayo
Supt. of Public Instruction
State Deptartment of Education
Santa Fe, New Mexico 87501

Mr. Leslie R. Fisher
Supt. of Public Instruction
State Department of Education
Oklahoma City, Oklahoma 73105

Mr. Joseph M. Cronin
Supt. of Education
Springfield, Illinois 62706

Ms. Barbara S. Thompson
Superintendent of Public Instruction
Wisconsin Hall
126 Langdon Street
Madison, Wisconsin 53702

Dr. Thomas Todd
Superintendent of Public Instruction
Division of Elem. and Sec. Education
State Capitol Building
Pierre, South Dakota 57501

Letters from Chief State School Officers regarding Title IV-Part C Funds for Consortium Continuation

State	Replied Affirmatively	Replied Negatively	Noncommittal Alternative	No Reply
Alaska			X	
Arizona				X
California			X	
Colorado		X		
Michigan	X			
Minnesota	X			
Montana			X	
New Mexico		X		
New York				X
North Carolina			X	
Oklahoma	X			
South Dakota				X
Washington	X			
Wisconsin			X	

cde

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 892-2212
Calvin M. Frazier, *Commissioner*

December 13, 1976

Howard B. Casmey
Commissioner
Minnesota State Department of
Education
Capitol Square, 550 Cedar Street
St. Paul, MN 55101

Dear Hap:

This is in response to your letter dated November 8, 1976 relating to the continuation of the thirteen state Consortium of States to upgrade Indian Education.

Colorado is very appreciative of the leadership your agency has extended during the past two years toward the concerns of Indian Education. Much has been gained in knowledge and techniques through participation in consortium conferences. At this time, however, we are not in the position to commit $4,000 of Title IV Part C toward the continuation of consortium activities.

In light of the discussion at the recent consortium meeting in Phoenix, we concluded it might be desirable for us to join in support of the Education Commission of the States' activities. Perhaps at the next meeting of the Chief State School Officers in March, we will have an opportunity to discuss this in greater depth.

Sincerely,

Cal

Calvin M. Frazier
Commissioner of Education

CMF/RGB/rd

cc Roy Brubacher
Fred Holmes

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

January 5, 1977

Mr. Howard B. Casmey, Commissioner
Minnesota State Department of Education
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Casmey:

In response to your letter to Superintendent Joseph Cronin, dated November 9, 1976, requesting involvement of the Illinois Office of Education in activities of the Consortium, we are most interested in the efforts, expertise, and assistance the Consortium has to offer.

Funding for direct involvement of an Illinois Office of Education staff member will not be possible at this time; however, we wish to be advised of developments of the Consortium as well as share with you endeavors within Indian Education in the State of Illinois. We have active channels of communication and cooperation with the Indian community leaders in Chicago and are in the process of developing a vehicle for continuing statewide Indian involvement within the Office of Education. In addition, the Urban and Ethnic Education Section works closely with national and local Indian Community Groups on education related projects.

Thank you for informing us of the resources of the Consortium. Please include us in your informal network of resource and communication, as we recognize and support the leadership Minnesota offers in this area.

Sincerely,

Robert A. Lyons
Deputy Superintendent

100 North First Street
Springfield, Illinois 62777
217/782-4321

188 West Randolph
Chicago, Illinois 60601
312/793-2220

State Office Building
601 North 18th
Mt. Vernon, Illinois 62864
618/242-1676

Post Office Box 625
DeKalb, Illinois 60115
815/753-0281

3 Henson Place
Champaign, Illinois 61820
217/333-6770

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

JOHN W. PORTER
Superintendent of
Public Instruction

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Ex-Officio

December 9, 1976

Dr. Howard B. Casmey
Commissioner
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Dear Howard:

In response to your letter of November 8, 1976, requesting each state in the 13-state Consortium to set aside $4,000 of its Title IV, Part C, SEA monies beginning in fiscal year 1978, July 1, 1977 - June 30, 1978, Michigan will respond affirmatively to your request. I have consulted with Dr. Porter on this matter, and he concurs in this decision.

We understand that these funds will be used to support Consortium activities in the area of Indian education and will be of benefit to Indian youngsters, Indian parents, SEA personnel and education in general.

We will await your further communication on this matter.

Sincerely,

Malcolm Katz
Deputy Superintendent

MK:rs

cc: Robert Carpenter
Lester Gemmill
Georgia Van Adestine

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

MICHIGAN The Great Lake State

STATE OF MONTANA

SUPERINTENDENT OF PUBLIC INSTRUCTION

HELENA 59601

DOLORES COLBURG

November 30, 1976

The Honorable Howard B. Casmey
Commissioner
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Dear Commissioner Casmey:

I have your letter of November 9 requesting my office to set aside $4,000 of our ESEA Title IV Part C funds for the support and continuation of the 13-state consortium concerned with Indian education.

While the consortium could serve a very useful purpose, we believe that priority should be given for the use of these funds to support Indian education in the state through Indian education conferences, seminars, publications or teacher inservice training. However, our use of the Part IV funds for this purpose would not preclude our participation in the consortium on a level consistent with our past endeavors with the use of available funds to support the travel and related expenses of our staff attending consortium meetings.

We trust that this suggested arrangement may be agreeable with you and trust that the consortium may be successful in its forthcoming endeavors.

Sincerely,

Dolores

DOLORES COLBURG
State Superintendent

DC:el

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE
87503

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

December 6, 1976

Mr. Howard B. Casmey
Commissioner
Minnesota State Department
of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101

Dear HAP:

I am in receipt of your letter suggesting the use of $4,000 of Title IV Part C funds to support the continuation of the Consortium of States. While I applaud your idea for ensuring the continuation of a worthwhile activity, I regret that we cannot use Title IV funds for that purpose. There are legislative fiscal restrictions under which we work in New Mexico that involve federal funding in addition to state funding. These restrictions preclude our use of the funds in question, or other federal sources.

Sincerely,

LEONARD J. DE LAYO
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

LJDL:RRE:je
cc: Elayne Bluestone
Chee Benally

New Mexico Salutes the American Revolution Bicentennial –
Nuevo México saluda al bicentenario de la revolución americana

State of North Carolina
Superintendent of Public Instruction
Raleigh 27602

A. CRAIG PHILLIPS
SUPERINTENDENT

JAN 1977

January 3, 1977

Dr. Howard B. Casmey, Commissioner
Minnesota Department of Education
Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Dear Hap:

In response to your letter of November 9, regarding the Indian Education Consortium, we have considered the matter of North Carolina's continuation in the project. The Consortium has offered us a means of communication with state directors of Indian education that otherwise would not have been possible. The Consortium is just beginning to have an impact and we believe it should be continued. At the same time, we have over-committed our Title IV-C funds and are relying on funds carried forward to continue existing activities. For that reason we are unable to transfer $4000 to the Consortium. However, the travel budgets of our Indian education representatives are adequate to allow them to attend Consortium meetings. We wish to continue our participation on this basis until more permanent funds can be secured.

Even though Indian students make up less than 2 per cent of our school population, we realize the need to provide more effective programs. Currently, we are studying the possibilities of establishing an Indian education office in the Department of Public Instruction.

Best wishes to you and your family for a happy new year.

Sincerely,

A. Craig Phillips
State Superintendent of Public Instruction

ACP:JBW:gm

JAN

Bureau Deadline - NBE

State Department of Education
LESLIE FISHER, Superintendent
Oklahoma City, Oklahoma 73105

November 19, 1976

Honorable Howard B. Casmey
Commissioner of Education
Minnesota State Department of Education
Capitol Square, 550 Cedar Street
St. Paul, Minnesota 44101

Dear Howard:

Oklahoma has taken an active part in the Consortium of States to upgrade Indian Education for the past two years. Be assured that funds will be made available for the continued participation and support of Oklahoma representatives to the Consortium.

We feel that the Consortium is a vehicle whereby we can unite and have a greater impact on legislation, funding, and programs that will improve the educational opportunity of Indian students.

Howard, you can depend on Oklahoma's continued support of Consortium activities.

Sincerely,

Leslie

Leslie Fisher
State Superintendent

LF:cs

cc: J.D. Giddens
John Moseley

SPI Superintendent of Public Instruction

DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

January 14, 1977

Dr. Howard B. Casmey, Commissioner
Minnesota State Department of Education
Capitol Square, 440 Cedar Street
St. Paul, Minnesota 55101

Dear Dr. Casmey:

This is a much belated response to your letter of November 9, 1976. We agree to setting aside $4,000 to support the continuation of the Consortium of States to upgrade Indian education for the period July 1, 1977 to June 30, 1978, for the purpose of covering travel and expenses of our state representative and some other miscellaneous costs. Our approval is contingent upon a sizeable majority of the current 13 state members also agreeing to continue participation.

Sincerely,

Frank B. Brouillet
State Superintendent
of Public Instruction

FBB:fm

Dixie Winkler - 432

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

November 19, 1976

Mr. Howard B. Casmey, Commissioner
State Department of Education
550 Cedar Street
St. Paul, Minnesota 55101

Dear Mr. Casmey:

I am most supportive of the purposes for which the original Title V 505 grant relating to Indian education consortium activities was funded. I suspect each state has the means to pay its own travel for similar purposes if some coordination could be affected by one or more of the individuals on a rotating basis over the next several years from usual sources of revenue. However, I cannot in good conscience make a commitment for this purpose full well knowing that within a year or so I will only accelerate the rate at which staff reductions here must be made because of insufficient Title IV, Part C set aside funds to sustain our leadership and service functions.

If the activities are to be sustained by regular ongoing funds from the several state educational agencies which are interested in continuing participation, I can assure you that travel funds are available for such purposes to our supervisor of Indian education, Mr. Roger Philbrick.

Sincerely,

Barbara Thompson

Barbara Thompson
State Superintendent

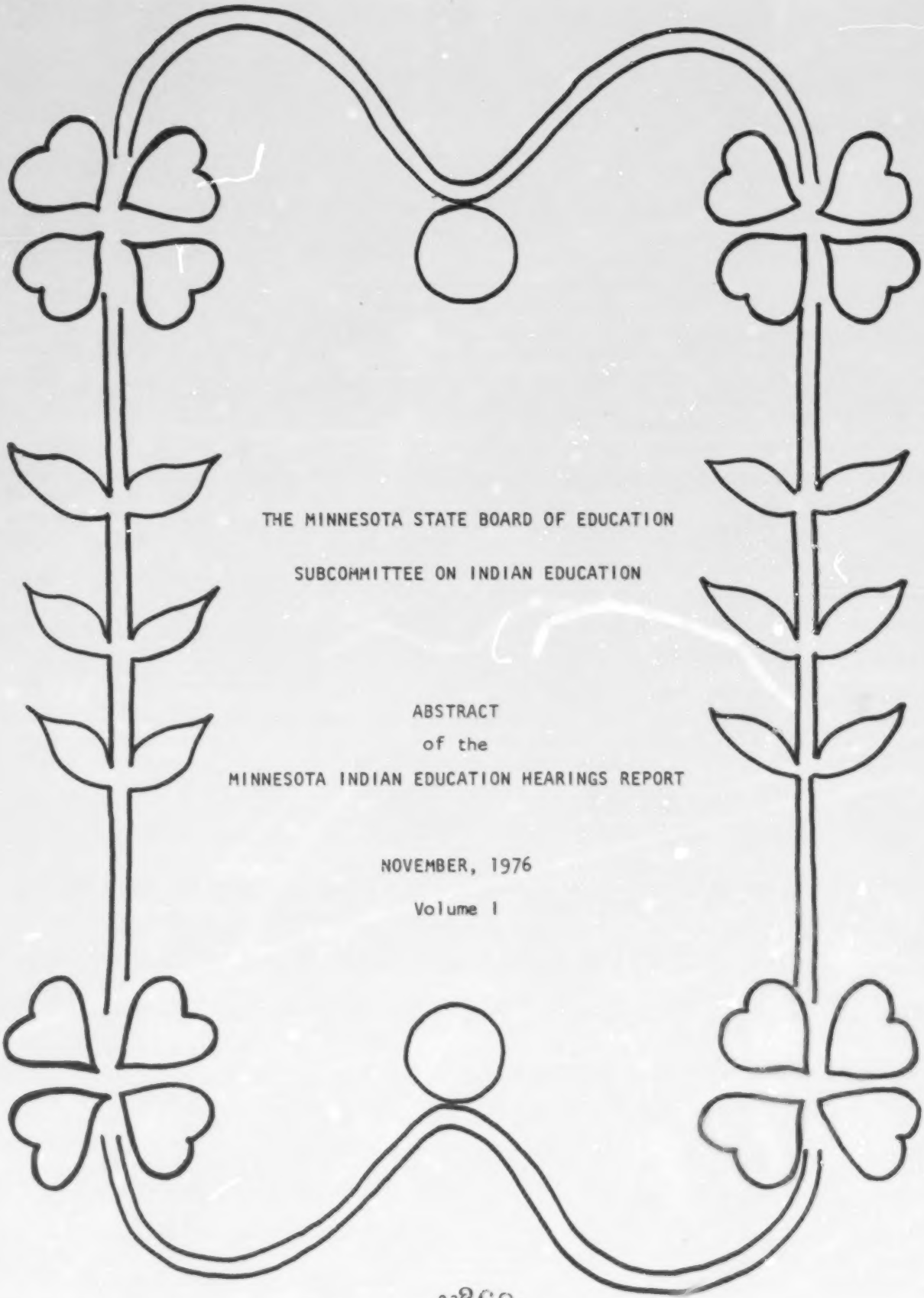
pc

126 Langdon Street, Madison, Wisconsin 53702

H.

ABSTRACT OF MINNESOTA INDIAN EDUCATION

HEARINGS REPORT



THE MINNESOTA STATE BOARD OF EDUCATION

SUBCOMMITTEE ON INDIAN EDUCATION

ABSTRACT
of the
MINNESOTA INDIAN EDUCATION HEARINGS REPORT

NOVEMBER, 1976

Volume I

238

THE MINNESOTA STATE BOARD OF EDUCATION

SUBCOMMITTEE ON INDIAN EDUCATION

ABSTRACT

of the

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

November, 1976

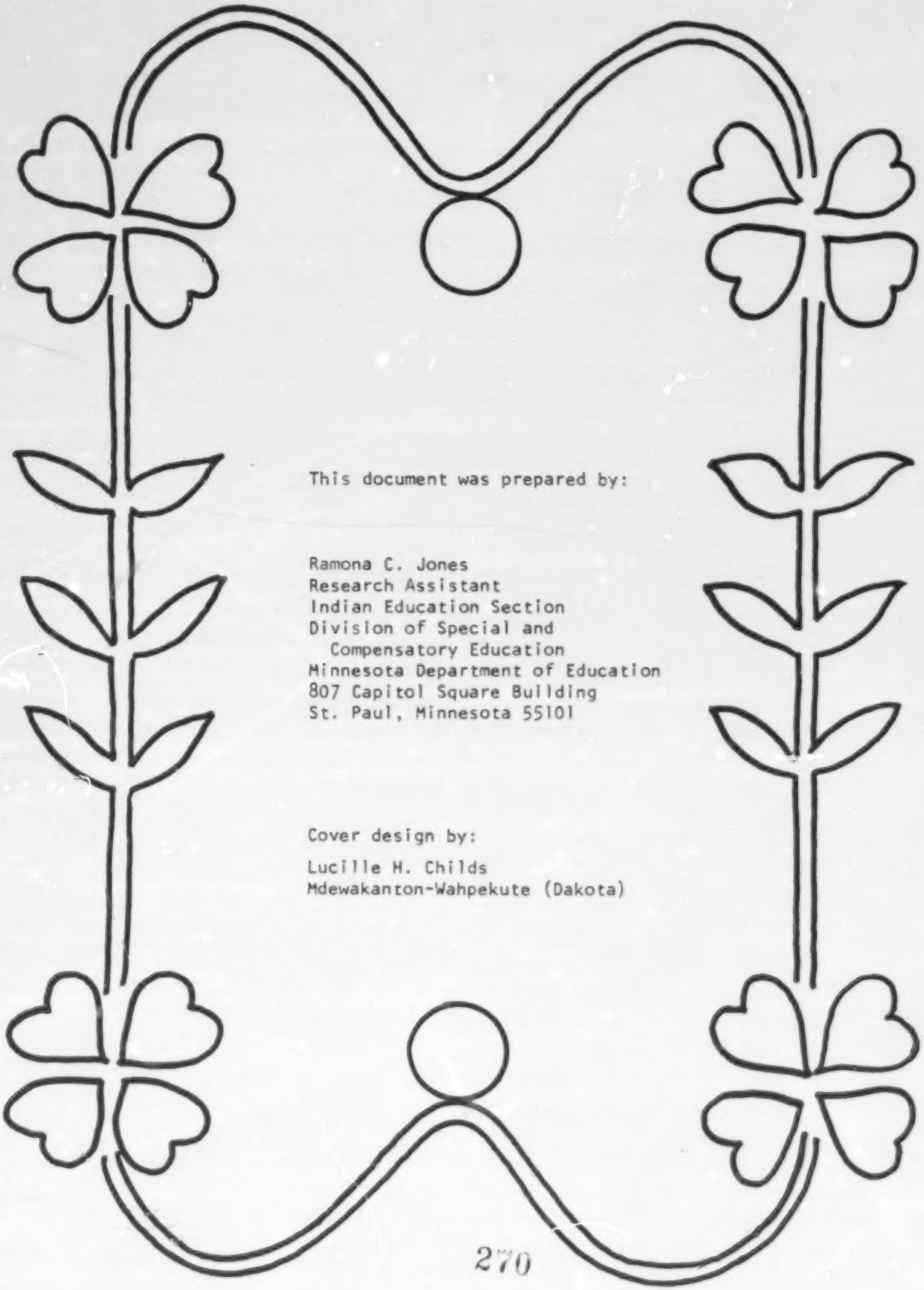
Members of the State Board of Education:

David C. Brandon, President
Henry J. Bromelkamp
Daniel F. Burton
Mrs. Dorothea M. Chelgren
Lorin A. Gasterland
Erling O. Johnson
Ruth A. Myers
Louis R. Smerling
Henry G. Tweten

Members of the Subcommittee on Indian Education:

Daniel F. Burton, Chairman
Lorin A. Gasterland
Ruth A. Myers
Henry G. Tweten

Howard B. Casmey, Commissioner of Education



This document was prepared by:

Ramona C. Jones
Research Assistant
Indian Education Section
Division of Special and
Compensatory Education
Minnesota Department of Education
807 Capitol Square Building
St. Paul, Minnesota 55101

Cover design by:

Lucille H. Childs
Mdewakanton-Wahpekute (Dakota)

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

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ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

ACKNOWLEDGMENTS

Before proceeding to the contents of the abstract, the writer would like to take this time to make a few acknowledgments to all the agencies, staff, and individuals who assisted with the analysis of the report either through their hard work on the raw data or through their constant encouragement and ideas when the report was in the rough. A special thanks goes to the State Board's Subcommittee on Indian Education members who believed through their foresight and leadership that these hearings were necessary and of great importance to furthering Indian education in Minnesota; to the Indian Education Section staff who put up with all the difficulties that such a monumental task provided and who were supportive when the going was more than rough; to the Education Data Systems Section staff who assisted with new and innovative data processing techniques and much time and effort in tight time lines; to the American Indian Studies Department of the University of Minnesota (Minneapolis) staff and students for their cooperative efforts to expedite the report; to the other unique opportunities for research assistance through special employment opportunities, i.e. the Governor's Intern Program and the summer student intern program within the Department of Education that provided additional full-time staff needed in order to complete the analysis of the data.

A very special thanks goes to the following individuals: Dr. Daniel F. Burton, Ruth Myers, Elgie Raymond, Larry Martin, Hattie Wing, Janna Rasmussen, Reta Childs, Lydia Watterson, Nancy Wester, and many others.

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

PREFACE

The purpose of the Minnesota Indian Education Hearings Report, November, 1976, was to comprehensively document the results of the hearings analysis of the transcripts for the Minnesota State Board of Education and its Subcommittee on Indian Education. The results of the findings would be disseminated to local and national Indian and non-Indian educational constituencies. These findings would hopefully serve as guidelines in the statewide effort to meet the "unmet special needs of Indian children," i.e. by attempting to clearly define the state's roles and responsibilities by initiating a state Indian education policy, state financing of Indian education, etc.

Therefore, the purpose of this abstract is to provide more readers with an opportunity to read the results of the hearings in a synopsis form. If readers should want an indepth knowledge of the hearings findings, it is possible to request a copy of the report. This abstract will attempt to give a synopsis of the hearings report by discussing in summary form the methodology, the statewide and individual hearing sites' findings and the significant recommendations.

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

METHODOLOGY

There were almost 2,000 pages of transcripts to analyze for determination of the major and sub-categories of Indian education issues and concerns. The frequencies of key words and phrases gave an indication of the major areas that would be analyzed for significant findings on a hearing site basis and a statewide basis. From these hearing site and statewide findings, patterns could be established from which to make specific recommendations to the State Board of Education for action.

A Master Content Analysis Code Structure was used to identify for computer analysis the testifiers, hearings board members, staff, type of testimony and the range of categories. The chart on the following pages summarizes the major categories and sub-categories of the content analysis code used to determine the significant areas of the findings.

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

MAJOR CATEGORY	SUB-CATEGORY	ITEM NO.
I. Legislation (11-26)	A. Federal	11-16
	B. State	17-24
	C. Tribal	25-26
II. Administration (27-49)	A. Federal/Regional	27-31
	B. State	32-35
	C. Tribal	36-39
	D. Urban	40-45
	E. National Indian Education Agencies, Organizations	46
	F. Local	47-49
III. Research (50-109)	A. Indian School Personnel	50-53
	B. Indian Student	54-58
	C. Indian School Participation Factors	59-66
	D. Non-Educational Factors	67-83
	E. Achievement Data	84-85
	F. Student Supporting Services	86-109
IV. Finances (110-144)	A. Federal	110-119
	B. State	120-129
	C. Local	130-132
	D. Private	133-137
	E. Tribal	138-144
V. Communications (145-165)	A. School/Community	145-156
	B. Indian Community vs. Policy Making Bodies	157-165
VI. Training (166-174)		166-174
VII. Curriculum (175-197)	A. Evaluation	175-178
	B. Indian Materials...	179-188
	C. Certification	189
	D. Total Priorities	190-197
VIII. Bilingual/ Bicultural (198-202)		198-202

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

MAJOR CATEGORY	SUB-CATEGORY	ITEM NO.
IX. Post-Secondary (203-236)	A. Community Education	203-216
	B. Vocational Education	217-223
	C. Higher Education	224-230
	D. Finances	231-236
X. Rights/Responsibilities (237-255)	A. Indian Dual Citizenship Rights	237-243
	B. Discrimination Factors	244-247
	C. Desegregation	248-255

Charts, graphs and tables were used for comparisons and cross-references of the data to indicate what the testifiers stated as major areas of concern. Types of responses were coded and tallied for frequencies to determine priority areas. The following is a table of the types of responses, coded from 0 - 5:

0) EXISTS, Example of

1) EXISTS, Needs improvement

2) EXISTS, Dysfunctional; eliminate

3) NONE EXISTS, Initiate

4) EXISTS, Good, continue to support

5) MORE THAN ONE RESPONSE

ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

SYNOPSIS OF STATEWIDE FINDINGS

Of the 235 persons who testified at the hearings, 72.8% were Indian. The majority of Indian persons testifying were local Indian education personnel or parents/parent committee members. Both public and non-public schools were represented. The tribal constituency comprised 10% of those who testified. The impact of Indian self-determination indicates the need to examine carefully the areas of conflict and resolution between states and tribes.

The major categories were prioritized on a statewide basis as follows:

1. Research - the most critical areas are:
   a. student supportive services
   b. Indian school participation factors.

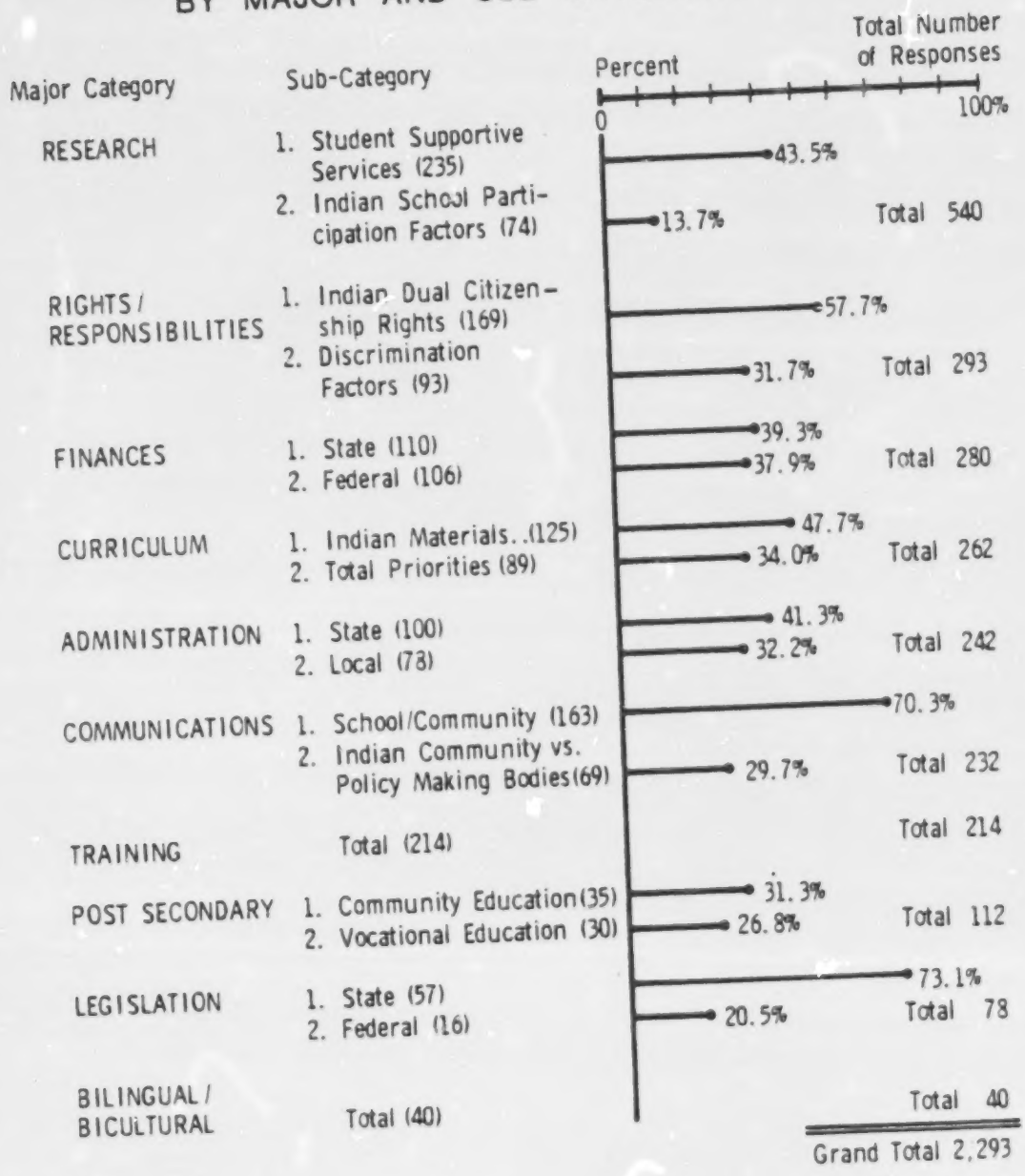
   Indian Education data collected, analyzed and disseminated on a continuous basis would make possible comprehensive educational planning.
2. Rights/responsibilities - the primary areas of concern are:
   a. Indian dual citizenship rights
   b. discriminatory factors.
3. Finances - priority concerns are for state financing of Indian education.
4. Curriculum - the major concern is Indian materials development, assessment, dissemination (public elementary/secondary), and the need for state coordination and state financing of such efforts.
5. Administration - the critical area is state administration.

The other priority areas are:

6. Communication
7. Training
8. Post-secondary
9. Legislation
10. Bilingual/bicultural

For an overview of the statewide findings, please see the table titled "Total Number of Responses By Major and Sub Category."

TOTAL NUMBER OF RESPONSES BY MAJOR AND SUB CATEGORY



ABSTRACT OF THE MINNESOTA INDIAN EDUCATION HEARINGS REPORT, VOLUME I

SYNOPSIS OF THE HEARING SITE FINDINGS

The statewide hearings per Indian education in Minnesota were held at the following seven hearing sites:

01 - Minneapolis

02 - St. Paul

03 - Red Wing

04 - Cass Lake (Onegum)

05 - Duluth

06 - White Earth

07 - Red Lake

For additional information, see the state map and the table of school districts present at the hearings.

Data was prioritized by major category. The table of "Total Priorities Per Hearing Site By Major Categories" provides an overview of priorities. This is followed by the graphs of the same priorities by hearing site. The responses by number and per cent illustrate the distribution of priorities per major category within each of the hearing sites.

In addition, each hearing site was described as follows: (1) Types of Indian communities represented; (2) testifiers by race, sex and occupation; (3) selected testimonies by major categories; (4) summary of recommendations (these might differ somewhat from the statewide findings); (5) testifiers' specific recommendations quoted from the hearings transcripts.

STATE BOARD HEARING SITES ON INDIAN EDUCATION

01 Minneapolis, Minnesota
02 St. Paul, Minnesota
03 Red Wing, Minnesota
04 Cass Lake, Minnesota
05 Duluth, Minnesota
06 White Earth, Minnesota
07 Red Lake, Minnesota

PUBLIC SCHOOL DISTRICTS AND INDIAN ALTERNATIVE SCHOOLS

PRESENT AT STATE BOARD HEARINGS

#01 Minneapolis Hearing

1. Minneapolis #0015
2. Anoka #011
3. National Indian Education Association
4. Heart of the Earth Survival School

#02 St. Paul Hearing

1. St. Paul #625
2. The Red School House

#03 Red Wing Hearing

1. Red Wing #256
2. Shakopee #721
3. Granite Falls #894
4. Morton #652
5. *Rochester %535

#04 Cass Lake (Onægum) Hearing

1. Cass Lake #115
2. Deer River #317
3. Nett Lake #707
4. Onamia #480
5. Bemidji #31
6. Park Rapids #309

#05 Duluth Hearing

1. Duluth #709
2. Carlton #093
3. Cloquet #094
4. Cook (Grandman's) County #166
5. St. Louis County #710 (Orr and Brookston)
6. Tower-Soudan #708
7. *Mountain Iron #703
8. *Chisholm #695
9. Bizindun Alternative School

#06 White Earth Hearing

1. Bagley #162
2. Waubun #433
3. Mahnomen #432
4. Pine Point Experimental School (Indian Alternative Public School)

#07 Red Lake Hearing

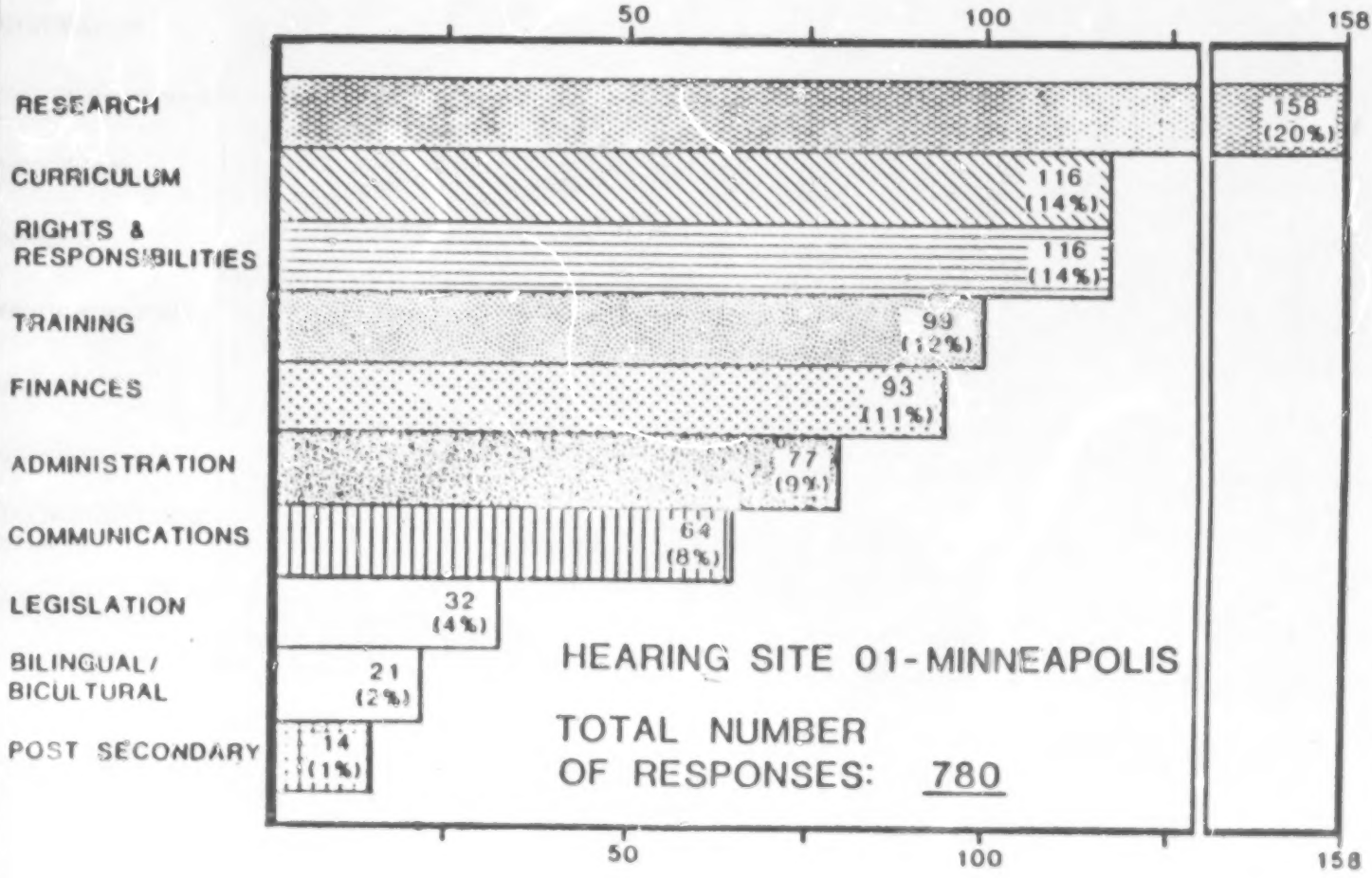
1. Red Lake #038
2. Nett Lake #707

*School districts not receiving Title IV or J.O.M. Funds that participated in State Board Hearings.

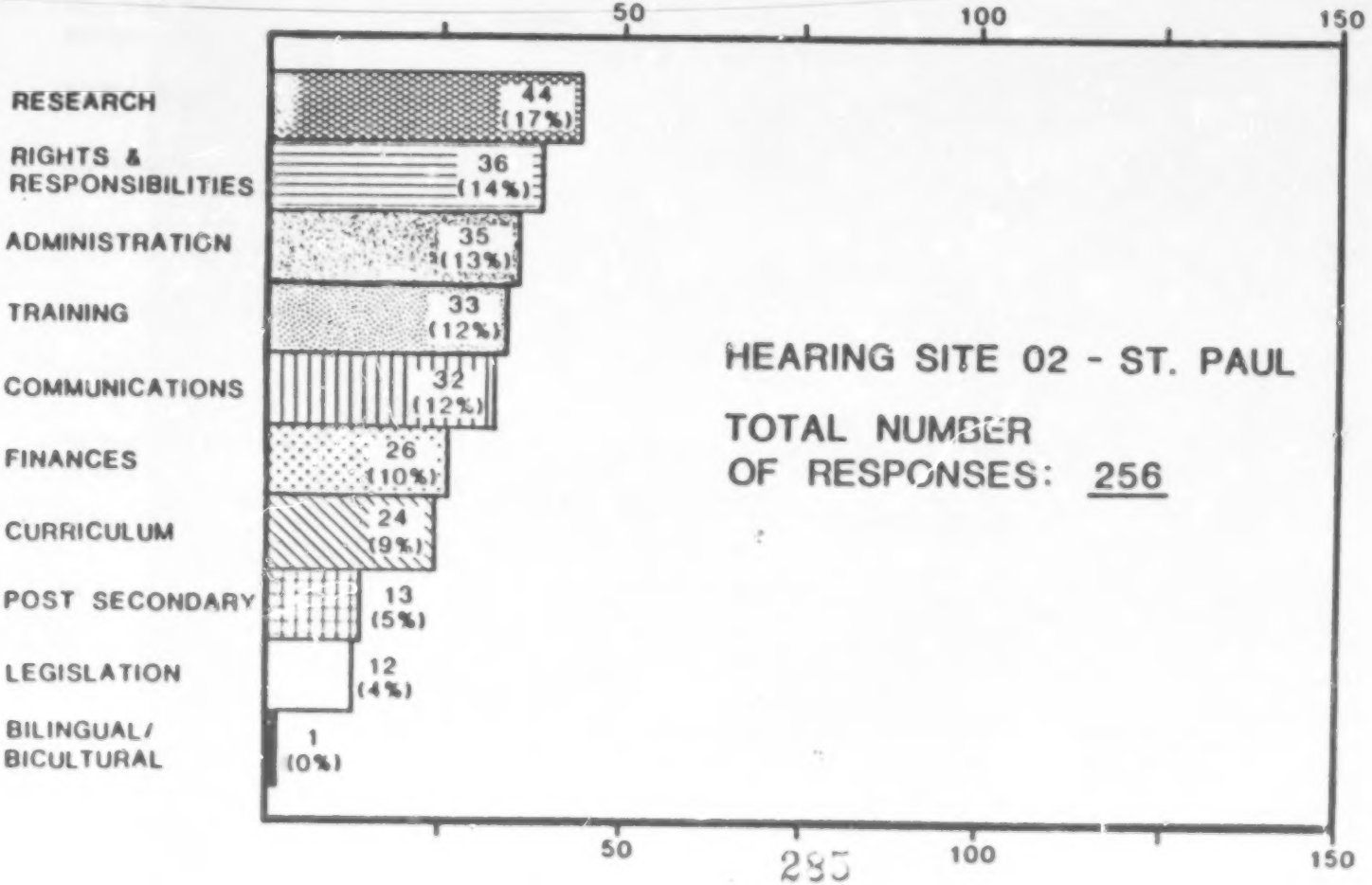
TOTAL PRIORITIES PER HEARING SITE BY MAJOR CATEGORIES

PRIORITIES	01 MINNEAPOLIS	02 ST. PAUL	03 RED WING	04 CASS LAKE	05 DULUTH	06 WHITE EARTH	07 RED LAKE
1	Research	Research	Research	Research	Research	Research	Administration
2	Curriculum Rights/ Responsibilities	Rights/ Responsibilities	Finances	Rights/ Responsibilities	Finances	Communications	Communications
3	Training	Administration	Communications	Communications	Administration	Rights/ Responsibilities	Rights/ Responsibilities
4	Finances	Training	Post Secondary	Curriculum	Curriculum	Administration	Research Finances
5	Administration	Communications	Curriculum	Training	Rights/ Responsibilities	Finances	Curriculum
6	Communications	Finances	Rights/ Responsibilities	Finances	Post Secondary	Training Curriculum	Legislation
7	Legislation	Curriculum	Training	Post Secondary	Training	Post Secondary	Training
8	Bilingual/ Bicultural	Post Secondary	Bilingual/ Bicultural	Administration	Communications	Legislation	Post Secondary
9	Post Secondary	Legislation	Administration	Bilingual/ Bicultural	Legislation	Bilingual/ Bicultural	Bilingual/ Bicultural
10	_____	Bilingual/ Bicultural	Legislation	Legislation	Bilingual/ Bicultural	_____	_____

RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



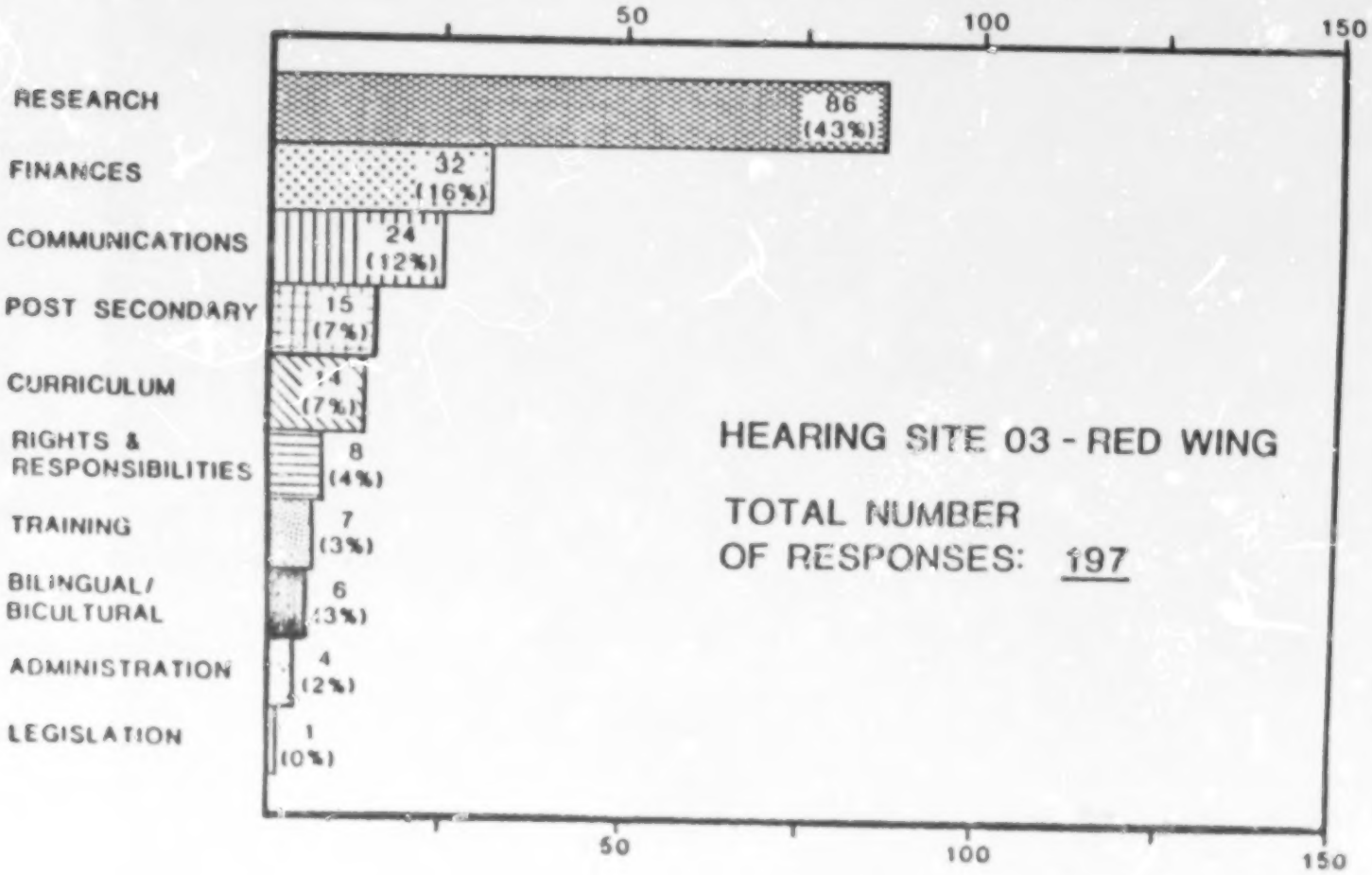
RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



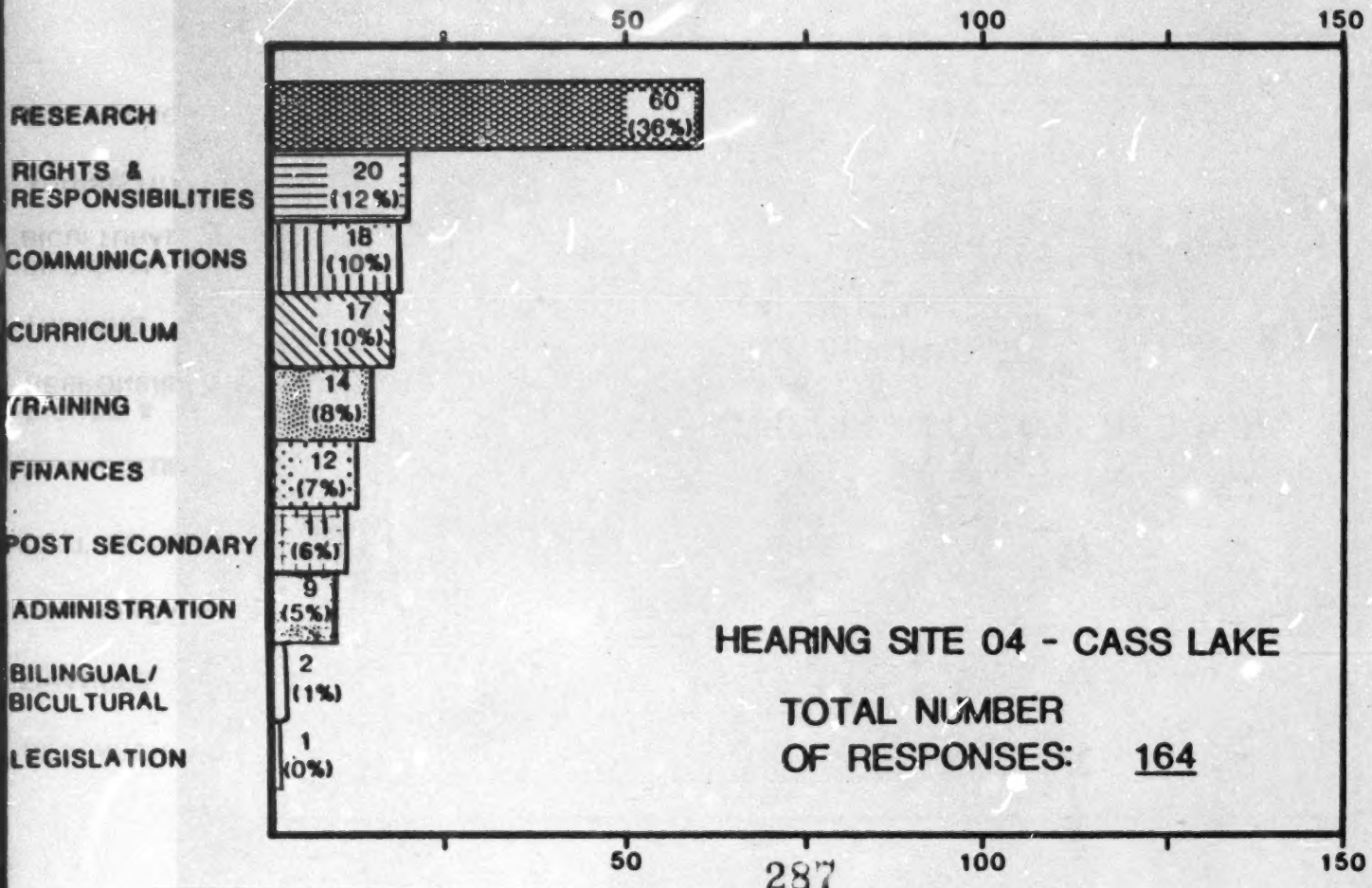
HEARING SITE 02 - ST. PAUL

TOTAL NUMBER OF RESPONSES: 256

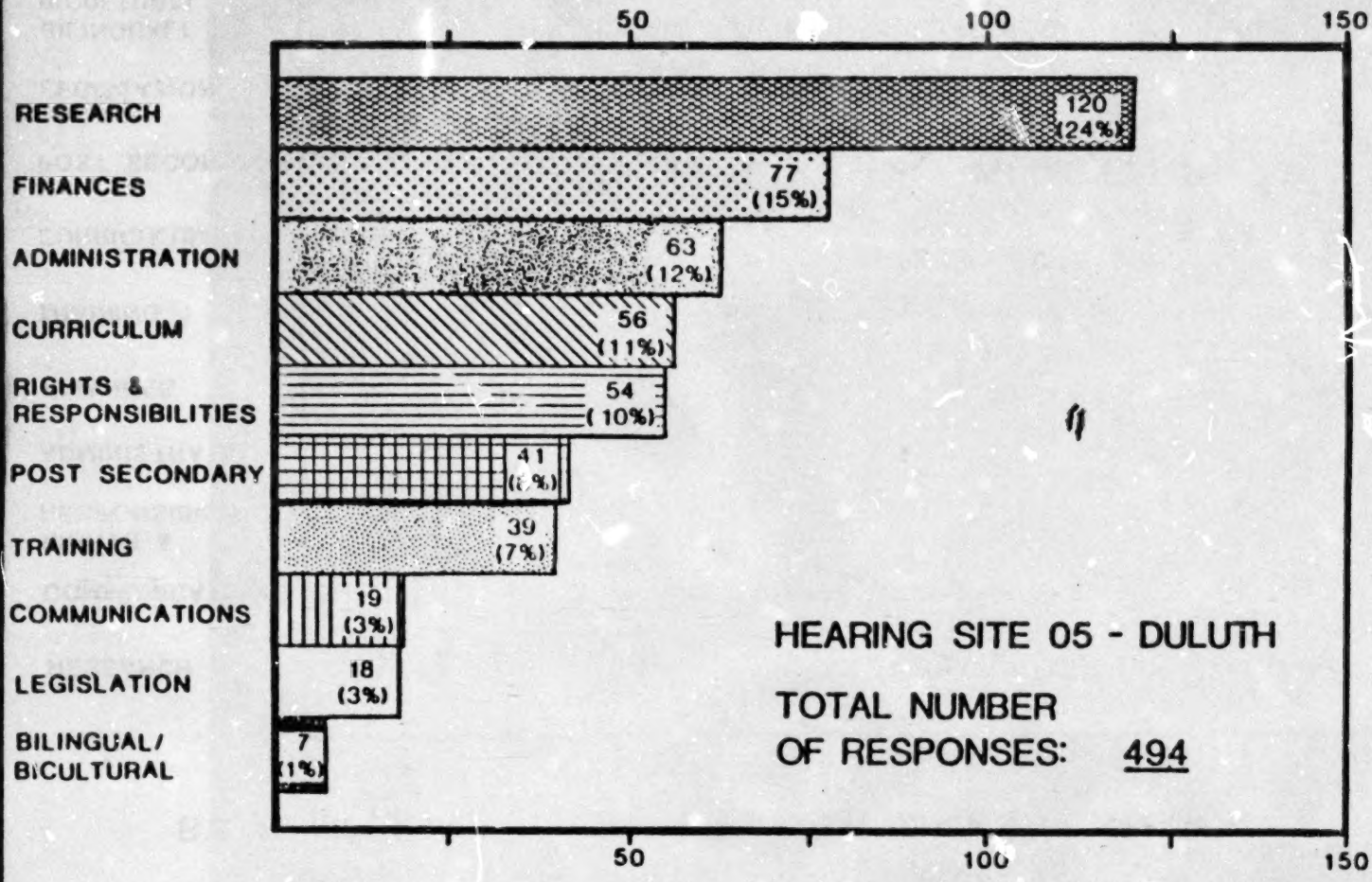
RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



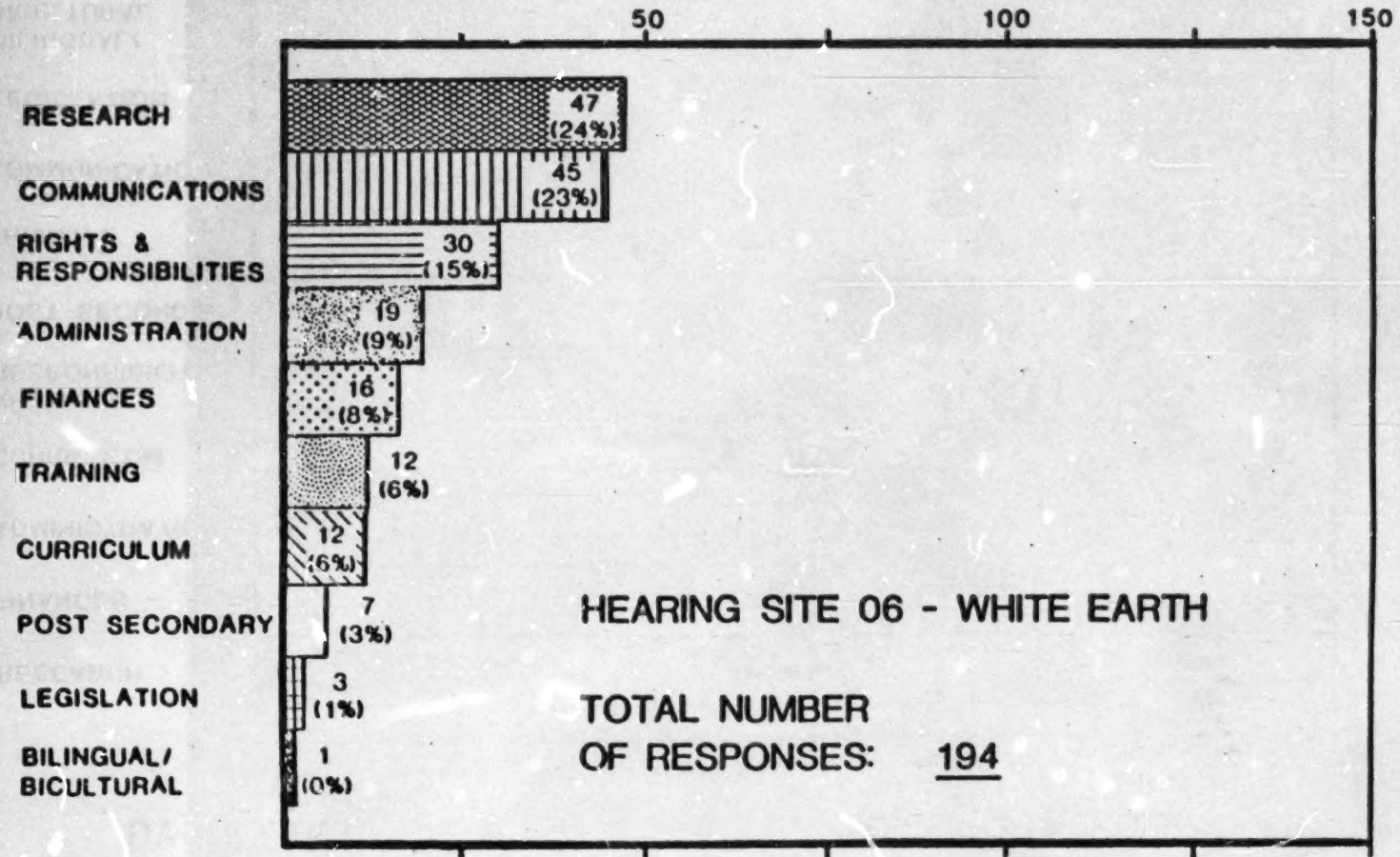
RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



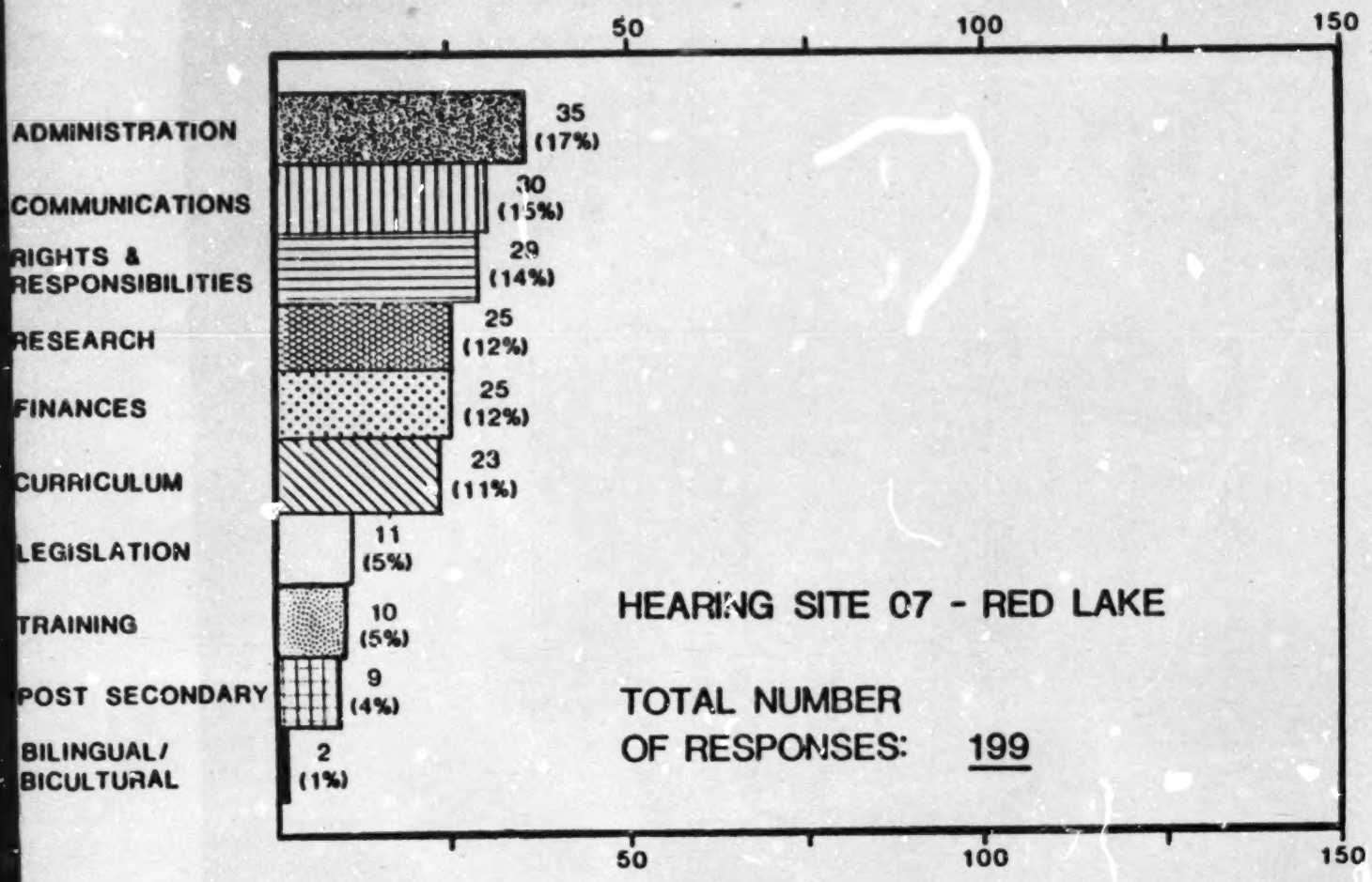
RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



RELATIVE PRIORITIES AS INDICATED BY NUMBER OF RESPONSES PER MAJOR CATEGORY



SIGNIFICANT RECOMMENDATIONS

Recommendations can be generalized into three major areas:

1. To improve existing Indian education programs, i.e. to improve Indian education data collection, analysis and dissemination; to increase Indian staff; and to plan comprehensively for Indian education (5, 10 years, etc.)

2. To better facilitate local, state, tribal and federal educational legislation and administration, i.e. to develop both a state policy on Indian education and state certification of Indian language/culture teachers.

3. To fulfill Indian rights and equal educational opportunities guaranteed by treaty and civil rights that are sometimes unfulfilled due to conflicts with the state's roles and responsibilities per Indian self-determination, or desegregation, or the unmet special needs of Indian children - through special state legislation.